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The Impact of Education and Leadership Training on Civil Servants at North Sulawesi Campus of IPDN

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Abstract. This research aims to (1) determine the impact of education and leadership training attended by employees of IPDN Sulawesi Utara Campus in terms of the improvement of competencies that occur after the training, and (2) identify and analyze the factors that contribute to the suboptimal outcomes of leadership education and training attended by civil servants in achieving organizational goals at IPDN Sulawesi Utara Campus. This study is qualitative research with a descriptive approach, which involves analyzing and explaining phenomena in-depth through data collection. Data was collected using two sources: primary data obtained through interviews and observations, and secondary data obtained through literature review and documentation. Data analysis was performed by categorizing the data, synthesizing it, identifying patterns, selecting important information to be studied, and drawing conclusions. The research findings indicate that the process of education and leadership training attended by employees of IPDN Sulawesi Utara Campus has a positive impact and fulfills the training objectives stated in Government Regulation Number 101 of 2000 regarding Education and Training in Positions. This is reflected in the improvement of knowledge, skills, and attitudes (KSA), broadened perspectives, high motivation and professionalism as civil servants, shared vision aligned with organizational goals, and rational mindset. Based on these success indicators, it can be concluded that the education and training process has provided positive impacts on employees, the organization, and public services.

Keywords. Impact, Education and Training, Competence

1. Introduction

The role of human resources has become increasingly crucial for the success of organizations and institutions, leading many to realize that the human element within an organization can provide a competitive advantage. They set goals, strategies, innovate, and help achieve organizational objectives. Human resource issues remain a focal point for every organization striving to survive in the era of globalization. Therefore, human resources are one of the most important elements for organizations and institutions. Competent civil servants are a valuable investment for both central and regional government agencies. Thus, the capabilities and professionalism of civil servants need to be enhanced in order to achieve the government's vision and mission. Enhancing the abilities and professionalism of civil servants can be done through the development of institutional resources. The development of institutional resources

within the bureaucracy has been recognized as a crucial factor in realizing a professionally governed government in good governance. To implement good governance, it requires leaders who have a vision of serving and not being served [1]. The issue of competency among civil servants must be taken into account in the development of an organization, considering the responsibilities of each state official, which often involve public service, loyalty, dedication, work ethic, and high integrity. These demands and obligations can be fulfilled when an organization can provide competent and professional civil servants. Competence for state officials becomes one aspect to consider in terms of appointment and career development. Moreover, competence is a demand and obligation that must be inherent in every state official as a fundamental capability for carrying out their core tasks, functions, authorities, and responsibilities in public service, in facing internal and external strategic changes, global developments, as well as advancements in knowledge.

The North Sulawesi Campus of the Institute of Domestic Governance, as one of the units under the Ministry of Domestic Affairs, has a vision to produce high-quality civil servants with superior competencies and a strong sense of identity in governance, equipped with the ability to develop creativity, innovation, master information and technology, and utilize intellect to enhance performance in facing rapid global opportunities and challenges. This aims to realize a professional human resource and achieve good governance. To realize this vision, the North Sulawesi Campus of the Institute of Domestic Governance needs to be supported by competent and reliable civil servants.

Table 1. Educational Level of Civil Servants and the Number of Civil Servants at North Sulawesi Campus

No	Educational Level	Number of Civil Servants (individuals)
1	Senior High School	1
2	Diploma III	1
3	Bachelor's Degree	20
4	Master's Degree	16
5	Doctoral Degree	4
Total		42

Source: Processed from the personnel data of North Sulawesi Campus of IPDN for the year 2019/2020

From the table above, it can be seen that civil servants at the North Sulawesi Campus of IPDN have an average educational background ranging from Bachelor's to Master's degrees. However, this often does not have a significant impact in the field, especially if the educational background differs from the assigned job or position. According to Sutermeister, in [2] The educational background and work experience of employees determine the quality and quantity of their performance, and this applies to the working environment at IPDN Sulut. Particularly,

employees who have already occupied positions often exhibit a phenomenon of lack of seriousness in their work and tend to be exclusive, resulting in suboptimal achievement of organizational goals. For example, in addressing urgent issues related to the interests and needs of the praja unit, they still lack good communication skills and problem analysis abilities to find solutions. One specific example is the issuance of personality value certificates for each praja, which is mandatory at the end of every academic year. However, the issuance is consistently delayed, causing inconvenience to praja who need the certificates for their return to IPDN Jatinangor for the following semester. Additionally, the archiving mechanism does not comply with technical rules for each praja's personality value documents, leading to a high risk of damage or loss of these documents.

On the other hand, the implementation of competencies is still perceived as ineffective because some officials hesitate in decision-making and often delegate tasks and responsibilities to contract employees. For instance, in the preparation of decrees, contract employees are heavily involved in reviewing the content of each decree, which is then directly presented to the authorities for signature without undergoing the necessary verification and identification processes by authorized officials. This situation has the potential to lead to maladministration, contradicting the Standard Operating Procedures (SOP) in public service ethics, and negatively impacting IPDN Sulut. However, human resources are the main assets for the smooth functioning of an institution since human beings are the workforce that can improve and develop their performance. To drive positive changes in the performance of civil servants, IPDN Sulawesi Utara needs to involve its employees in education and training activities. These activities are necessary to motivate and enhance the competencies of employees, encouraging them to deliver performance aligned with organizational goals. According to Law Number 5 of 2014 on Civil Servants, Article 70, paragraph 1, every civil servant has the right and opportunity to develop their competencies. [3]. According to Abdurahman Fathoni, in [4] the context of employee development, education and training aim to:

- Enhance personality and dedication to the organization and society.
- Improve the quality, capabilities, and skills in performing both duties and leadership.
- Train and enhance work mechanisms and sensitivity in task execution.
- Train and improve planning skills.
- Enhance knowledge and work skills.

Meanwhile, Simamora states in [5] the benefits of providing education and training are:

- Enhancing the quality and quantity of employee productivity.
- Reducing the learning time required for employees to reach the specified performance standards.
- Creating a more favorable attitude, loyalty, and cooperation.
- Meeting human resource planning requirements.
- Assisting employees in improving performance and personal development.

The pathway of education and training has an impact on enhancing the competencies and quality of civil servants. [6]–[8] It is one of the effective ways to face global challenges such as sociotechnical changes, the 5th industrial revolution, and workforce turnover. The solution to overcome these challenges is the achievement of organizational success in maintaining effective human resources, and one of the approaches is through leadership training. The leadership training program is conducted using in-class and off-campus learning methods, as well as character formation, targeting employees who hold structural positions in ministries, institutions, and local governments. To develop character and integrity among participants, the learning approach used has shifted from classical methods to experiential

learning, aiming to enhance the output and outcomes of the training program. In order to assess the effectiveness of a Leadership Education and Training program and its alignment with the training objectives, evaluation is commonly conducted at the end of the program. Evaluation is essential to determine the extent of changes and developments that have occurred among the employees who have participated in leadership training. Leadership training evaluation is the process of obtaining information regarding the learning outcomes and experiences of the participants. The evaluation of leadership education and training programs involves establishing success criteria and measurements. Evaluating a training program is crucial as it reveals the extent to which the training effort can transform participants' behaviors as expected by the trainers and the organization. Therefore, it is deemed necessary to conduct research on the Education and Training programs attended by the employees of IPDN Sulawesi Utara, specifically focusing on the impact of the training in order to assess the extent to which these activities have been implemented according to the established objectives and targets, and most importantly, to determine whether the training has had positive effects on the organization and public services. So far, IPDN Sulawesi Utara has conducted limited evaluation on employees who have undergone leadership training. The evaluation is mostly based on the output, such as issuing certificates immediately after the completion of the training, without considering the employees' performance upon their return to work. The outcomes of the training, including changes in knowledge, attitudes, and behaviors of the employees, have not been adequately monitored and evaluated, while employees are expected to continue working towards the organizational goals. Based on the aforementioned issues, this research focuses on the impact of leadership education and training on Civil Servants at IPDN Sulawesi Utara.

2. Literature Review

2.1. Human Resource Management Concept

Human resources are one of the resources present within an organization. Because human resources are considered to have an increasingly important role in achieving goals. Werther and Davis in [9] stating that human resources are employees who are prepared, capable, and ready to achieve organizational goals. To provide a clearer understanding of human resource management, the author will present the opinions of several experts. Specifically, according to Nawawi in [10] which refers to human resources includes three definitions:

- Human resources are individuals who work within an organizational environment, also referred to as personnel, workforce, employees, or staff.
- Human resources are the human potential as the driving force behind the organization in realizing its existence.
- Human resources are potential assets that function as non-material/non-financial capital within a business organization, which can be realized as tangible and intangible potential in realizing the organization's existence.

In describing the definition of human resource management, the author attempts to interpret the definition of Human Resource Management as planning, organizing, directing, and controlling the acquisition, development, compensation, integration, maintenance, and termination of employment relationships with the aim of achieving organizational goals.

2.2. Objectives of Human Resource Management.

The role of human resource management is crucial for the realization of organizational goals; however, leading human elements can be challenging and complex. The general objectives of human resource management are to ensure that the organization can achieve success through people. [11]. Essentially, the goal of human resource management in an organization is to achieve the desired objectives. To successfully achieve the desired goals,

human resources are needed to support the smooth functioning of an organization. Human resource management activities are a central part of the human resource management process and serve as a key link in achieving organizational objectives. To further elaborate, according to Dessler in [12] Classifying the scope of human resource management into two main functions:

A. Management Functions:

- **Planning:** Establishing organizational goals and determining how to achieve them.
- **Organizing:** Assigning tasks and structuring relationships among workers to create an organized unit that can work towards the established goals.
- **Directing:** Implementing plans and organizing by providing guidance, pointing out employee errors, training, and using incentives or sanctions based on performance.
- **Controlling:** Managerial actions to observe, research, and evaluate the implementation of organizational activities to achieve goals as planned.

B. Operational Functions:

- **Procurement:** Efforts to prepare the needed workforce in terms of quantity, quality, and specific skills through selection processes and utilizing the workforce based on the principle of matching labor supply and demand.
- **Development:** Enhancing managerial and operational technical capabilities through educational and training programs to improve knowledge, skills, and abilities.
- **Compensation:** Providing fair and adequate rewards or recognition from the organization/company for employee achievements, including wages, salaries, incentives, and other benefits that contribute to employee satisfaction.
- **Integration:** Influencing employees in a way that aligns their actions with beneficial goals for the organization, company, and coworkers.
- **Maintenance:** Concerned with maintaining employee well-being and creating conditions for them to work comfortably and efficiently.
- **Separation:** Activities related to returning employees to society after serving in an organization/company, including retirement, temporary leave, honorable discharge, dismissal, and workforce replacement.

The implementation of these human resource management functions aims to optimize the organization's performance and create conditions that encourage employees to contribute to its advancement.

2.3. *Understanding Evaluation.*

Regardless of the form and level of education, it ultimately leads to behavioural changes in individuals, groups, and communities. This includes changes in abilities. Evaluations serve as a mechanism for measuring the extent of these changes or improvements. According to Suchman in [13] Evaluation is viewed as a process of determining the impact achieved in various planned activities to support the achievement of goals. Another definition, as proposed by Stufflebeam in [14] states that evaluation is a process of depiction, exploration, and provision of information that is highly beneficial for decision-makers in determining alternative decisions Brikerhoff in [15] states that evaluation is a process that determines the extent to which educational goals can be achieved. According to him, there are seven elements that need to be done in the implementation of evaluation, namely:

- **Focusing the evaluation:** determining the focus to be evaluated,
- **Designing the evaluation:** developing the evaluation design,
- **Collecting information:** gathering relevant information,

- Analyzing and interpreting information: analyzing and interpreting the collected information,
- Reporting information: preparing evaluation reports,
- Managing evaluation: managing the evaluation process,
- Evaluating the evaluation: assessing the effectiveness of the evaluation itself.

Tovey in [16] Furthermore, Tovey adds that training evaluation can be comprehensively defined by encompassing several aspects as an effort to obtain information that includes:

- The training program itself
- Participants
- Trainers
- Training design or curriculum
- Training methods
- Resources utilized, such as financial resources
- Materials used
- Training outcomes or impacts

Therefore, every training evaluation endeavour should strive to cover these eight aspects mentioned above. Various operational formulations have been developed to clarify the measurement of effectiveness and value within these eight areas.

2.4. *Objectives of Training Evaluation*

The implementation of education and training requires significant costs. To ensure that the expenses incurred are not in vain, education and training need to be evaluated. The purpose of education and training evaluation is to determine the effectiveness of the training, specifically the extent to which participants' knowledge, skills, and attitudes have improved as a result of undergoing the education or training. This evaluation aims to assess the changes that occur in participants' knowledge, skills, and attitudes before and after completing the education or training program. Next Moekijat [17] argues that the objectives of education and training evaluation are as follows:

- To identify the strengths and weaknesses of an education and training program.
- To determine whether the education and training activities need to be continued.
- To assess whether the training outcomes align with the desired goals, including participant satisfaction and the sending institution's satisfaction, in other words, to measure the effectiveness of education and training.
- To invest in the workforce for human resource development in order to advance the organization.
- To enhance the reputation and influence of the department responsible for managing education and training.

2.5. *Training Effectiveness*

Generally, a training program is considered effective if it generates benefits for both the company and the participants. Noe, in his work [18]. The benefits for training participants can include acquiring new knowledge, skills, and behaviors. Meanwhile, the benefits for the company can include increased sales and improved customer satisfaction. The effectiveness of training is not solely determined by the perceived impact on individuals and organizations. Training effectiveness is influenced by the processes before, during, and after the training. Therefore, the initial step in the training process, which is the training needs analysis, is an important factor that contributes to the effectiveness of training. Salas, in his work [19]. Based on this step, the appropriate training methods, training materials, participants, and other aspects can be determined. Ultimately, when evaluating training, it is also determined whether the

training objectives have been achieved and whether there are benefits for both individuals and organizations [20].

2.6. *Civil Servants*

The definition of Civil Servants is stipulated in Article 1, paragraph 3 of Law No. 5 of 2014 regarding Civil Servants (ASN), which is formulated as follows: Civil Servants are Indonesian citizens who meet certain qualifications, appointed as permanent ASN employees by the personnel management authority to occupy government positions. [3].

From the above definition, it can be further elaborated into 4 (four) main points as follows:

- Meeting the specified requirements
- Appointed as a civil servant
- Appointed by the personnel management authority
- Occupying a government position

Civil servants are considered as elements of the state apparatus tasked with providing professional, honest, fair, and equitable services to the public in the implementation of state duties, governance, and development. Civil servants must remain neutral and free from the influence of any groups and political parties, and should not discriminate in providing services to the public. Civil servants are prohibited from being members and/or officials of political parties. Additionally, every civil servant who meets the requirements has the same right to be promoted to a higher position, as stated by Mokat[21].

2.7. *Educational and Training*

2.7.1. *Definition of Education and Training*

Daryanto in [22] Every activity in the field of education and training is essentially an effort to improve knowledge, skills, and attitudes, commonly referred to as KSA or competencies. The goal is to have a positive and effective impact on performance. Education and training activities are conducted to address gaps in task/job execution resulting from technical skills or lack of managerial abilities. In fact, the difference between the terms 'education' and 'training' within a company, according to Hasibuan, can be theoretically identified as shown in the following table:

Table 2. Levels of Education of Civil Servants and Number of Civil Servants in Sulawesi Utara Campus

No	Difference	Education	Training
1	Participants	Managerial Staff	Operational Staff
2	Objective	Managerial Skills	Technical Skills
3	Method	Educational Methods	Training Methods
4	Duration	Long-term	Short-term
5	Cost	Relatively High	Relatively Low
6	Location	In the Classroom	Practical Field

source: *Human Resource Management* [23]

2.7.2. *The Process of Education and Training*

The process of education and training, according to Simamora in [22], in the implementation of training, it is a way to group competent individuals and can be provided through two methods within an organization, namely:

- The organization can select the best available individuals.
- Existing individuals in the company can be trained and developed to unleash their full potential.

In essence, based on these two criteria, they are part of the same process because once an individual is selected, they must undergo several trainings regardless of their qualifications. First, during the job, individuals are required to have different skills, knowledge, and attitudes from or in addition to what they currently possess. Second, during organizational progress, individuals are required to have different or new skills, knowledge, or attitudes.

2.7.3. *Objectives of Education and Training*

Civil Servants (ASN) are the main human resource element of the state apparatus who play a very important role in the impact of governance and development. Therefore, efforts need to be made to enhance the competencies of Civil Servants so that they can become responsible, moral, professional, and broad-minded officials who can serve as examples to the wider society, nation, and state. In order to shape Civil Servants who are responsible, moral, professional, and broad-minded, it is necessary to conduct development programs for civil servants, one of which is through education and training programs such as in-service training (diklat dalam jabatan), specifically Diklatpim. Diklatpim is implemented to meet the competency requirements for government officials' leadership positions in accordance with the hierarchical structural positions (Government Regulation No. 101 of 2000), which aim to achieve the following improvements. [24]:

- Enhancing knowledge, skills, abilities, and attitudes to carry out tasks professionally with the foundation of civil servant's personality and ethics according to the needs.
- Creating officials who can play a role as agents of renewal and unity of the nation.
- Establishing attitudes and a spirit of dedication oriented towards serving, protecting, and empowering the community.
- Creating a shared vision and dynamic mindset in carrying out general governance tasks and development for the realization of good governance.

The objectives of the training program are to enhance competencies, achieve specific competency levels required, or bridge the competency gap between the current level and the required level to effectively perform job tasks.

3. Methods

3.1. *Research Approach*

This study adopts a qualitative approach. Bogdan and Taylor define the qualitative approach as a research procedure that produces descriptive data in the form of written or spoken words from people. [25]. Qualitative research, according to Sugiyono, is a research method used to investigate naturalistic conditions, in contrast to experiments. In qualitative research, the researcher serves as the key instrument, data collection techniques involve triangulation (combination), data analysis is inductive in nature, and the emphasis is more on meaning rather than generalization. [26]. Qualitative research is descriptive in nature, aiming to provide an in-depth understanding of phenomena through data collection. In this case, the qualitative approach is used to examine the implementation of training evaluation at the North Sulawesi

Campus of the Institute of Domestic Governance. In line with the research focus on the "Impact of Leadership Education and Training on IPDN Employees at the North Sulawesi Campus," the researcher employs a qualitative approach to describe, elaborate, and depict the issues related to the impact of leadership education and training, as well as the inhibiting factors that hinder the optimal implementation of training.

3.2. *Research Location*

This research is conducted at the North Sulawesi Campus of the Institute of Domestic Governance.

3.3. *Research Focus*

The research focuses on the Impact of Leadership Education and Training on employees of the Institute of Domestic Governance at the North Sulawesi Campus, examined through: a) enhancing knowledge, skills, and attitudes; b) creating innovative civil servants; c) strengthening dedication and commitment; and d) fostering shared vision and mindset. The research explores the perceptions of employees at the Institute of Domestic Governance at the North Sulawesi Campus regarding the impact of the training on employees, organizations, and public services.

3.4. *Unit of Analysis*

The units of analysis in this research are the organization and employees. This determination is based on objective considerations to describe the research on the impact of leadership training on civil servants at the Institute of Domestic Governance at the North Sulawesi Campus.

3.5. *Informants*

Informants are individuals who possess knowledge or are directly involved in the research problem. They should have significant experience related to the research and can provide insights into the values, attitudes, processes, and local culture related to the research context. The informants in this study include:

- Director of the North Sulawesi Campus of the Institute of Domestic Governance
- Vice Directors 1, 2, and 3
- Heads of Departments
- Employees who have participated in in-job training in the last three years
- And others.

3.6. *Data Collection Techniques*

The main objective of this research is to obtain data. Data collection techniques are crucial steps in the research process. The sources of data for this research include:

A. Primary Data

Primary data refers to information obtained directly from informants, including their perceptions, responses, and insights related to the research. This is achieved through interviews conducted by the researcher to gather primary data. The researcher uses the following methods:

- Interviews: This method is used to gather in-depth information about the research problem. Specifically, the researcher employs in-depth interviews, where the researcher and informant engage in face-to-face interactions to obtain oral information that can explain the research problem. The interviews are designed with a set of questions related to the research problem. The researcher builds trust with the informants and follows the advice given by Benny and Hughes regarding the significance of interviews in data collection. [27]
- Observation: This is done by directly observing issues related to the research variables and recording the observed impacts. Depending on the type, this research

utilizes limited participation observation, where the researcher is involved in the object's activities to support data collection.

B. Secondary Data

Secondary data refers to information obtained from library sources. In this research, secondary data is gathered through literature review and documentation.

- Literature review involves collecting data by studying existing literature sources, such as books, reports, theses, newspapers, and other relevant documents, to explore concepts and theories closely related to the research problem.
- Documentation is a method used to collect secondary data.

3.7. *Data Analysis Techniques*

In this study, the researcher employs qualitative descriptive data analysis, which involves analyzing multiple explanations or discussions based on the impact data obtained through direct interviews, observation, and documentation. The data is organized into categories, further elaborated into units, synthesized, structured into patterns, selected relevant parts for study, and conclusions are drawn to ensure comprehension by oneself and others. Supporting data, such as a brief organizational history, organizational structure, and other relevant research-related data, also play a supportive role.

3.8. *Data Validity*

According to Sugiyono [28] In qualitative research, findings or data can be considered valid when there is no discrepancy between what the researcher reports and what actually occurs in the researched object. To test the validity of qualitative research data, Sugiyono suggests four stages of testing, as follows:

- **Credibility:** This stage aims to ensure the credibility or trustworthiness of the data. It involves using various techniques, such as prolonged engagement, persistent observation, triangulation, member checking, and peer debriefing.
- **Transferability:** This stage focuses on the transferability of the research findings to other contexts or settings. It involves providing sufficient details about the research methods, participants, and context to allow readers to assess the applicability of the findings in similar situations.
- **Dependability:** This stage emphasizes the consistency and stability of the research findings. It involves maintaining an audit trail, where the research process is thoroughly documented, and employing techniques like peer review, external audits, and triangulation to ensure the dependability of the data.
- **Confirmability:** This stage aims to establish the neutrality and objectivity of the research findings. It involves maintaining an audit trail, engaging in reflexivity to acknowledge the researcher's influence, and seeking multiple perspectives through peer debriefing or external audits to ensure the confirmability of the data.

These four stages serve as a framework to test the validity of qualitative research data and enhance the overall quality and trustworthiness of the research findings.[28]:

4. Result and Discussion

4.1. *Increasing Knowledge, Skills, and Attitudes*

In the education and training program, several aspects are taught during the training, including knowledge related to work improvement and knowledge itself. Participants are considered to have learned from the training process if they experience a change in knowledge related to work improvement at their workplace or their agency and also experience a change in attitude after going through the training process, along with an improvement in skills.

The first indicator measurement is the improvement of knowledge, skills, and attitudes by evaluating the level of knowledge of employees based on their job description before and after participating in the training. It is expected that employees who have undergone training will enhance their knowledge in carrying out their job responsibilities professionally, guided by the personality and ethics of civil servants according to the agency's needs.

Based on the interview results and the questionnaire responses from civil servants who have participated in in-service training programs, all informants believed that training programs are essential, although each informant had specific reasons for the importance of training programs.

From the above interview results, it can also be interpreted that after undergoing training, the respective civil servants have shown initiative and commitment to transform their apathetic and indifferent attitudes into optimistic and responsible attitudes in performing their duties. As evidence of attitude change, these trained employees demonstrated willingness to implement controls in every process of issuing administrative documents, minimizing errors in administrative management procedures in the administrative department. Consequently, the administrative needs related to administrative documents were well-handled, and this was done after the employees completed their training.

Additionally, after evaluating the training outcomes from the informants, it can be inferred that there has been a change in attitude and a different perspective on issues that often arise, such as delays in the preparation and submission of reports by technical officials who have completed their activities. The response from these officials reflects their sense of responsibility for the occurring issues, as they applied digital-based solutions such as Google Drive to control the delay of activity reports. This initiative automatically improved the value of the Budget Implementation Quality Indicator (IKPA) at IPDN Sulawesi Utara.

Considering the interview results with several informants related to the Impact Logic Hierarchy with the indicator of improving the knowledge, skills, and attitudes of employees who have undergone training, it can be concluded that civil servants who have participated in leadership education and training have experienced an enhancement in knowledge, skills, and attitudes in line with the objectives of education and training stated in Government Regulation No. 101 of 2000. This condition is significantly different from the situation and characteristics of employees before undergoing education and training.

Table 3. Results of Evaluation of Indicators of Increasing Knowledge, Skills and Attitudes

Measurement indicator	Before follow training	After follow training
Knowledge and Main Duties and Functions	Knowledge about control and Oversight of the administration administration very minimal	knowledge be inflated to handle n related problems with the process of issuing kingdom administration, and supervision document, nor completeness document other.
	knowledge about the process of preparing the activity program Not yet adequate	Knowledge has increased because the process of compiling the program has become faster than usual because it only takes 1-2 days ”.
Own Skills in nature	Skills Not yet Enough in matter	Skills in work that has increased in particular in do coordination, Wrong _

Work	coordination.	One effort so that coordination always awake that is an internal meeting was held which involved other sections/sub-sections in terms of equalizing the service standards of the principality administration, one of which was the making of control cards for each official document issued from the principality section.
	Skills Not yet Enough adequate in matter Coordination to identify and compile a program of activities that are superior.	Skills to be more increasing be marked with several program activities that have been accommodated in the form of a budget which is one of the results of communication efforts built with several high-ranking officials at the central level
Change of attitude	of There's still an attitude indifferent in administrative services due to lack of insight.	Change become attitude Optimistic And Responsible d a lam Implementation his job. As proof of existence will to do control for every administrative process that prevents mishandling in issuance documents or other supporting documents
	Still not very proactive To carry out data collection for preparing reports which ultimately have an impact on IKPA scores	There is change responsive attitude to put in order the process of entering the necessary data related to making reports using digital-based applications that make it easier to collect the required data.

4.2. *Creating Innovative Officials*

The measurement indicator for the training objective is to create innovative officials by assessing the improvement of insights among civil servants who have undergone training. The results of interviews with the informant state that one of the outputs after participating in the training is an increased insight of the training participants. The skills of the employees are further honed, enabling them to implement changes towards improvement. Furthermore, based on the above statements, it can be concluded that there are various differences between employees who have undergone training and those who have not, resulting in differences in their work productivity, both in terms of quantity and quality. It is evident that employees who have undergone training possess a broad insight and improved work skills, enabling them to implement changes for the better.

Table 4. Results of Evaluation of Indicators for Creating Reforming Apparatuses

Measurement indicator	Before follow Training	After follow training
Create apparatus	That insight still very minimal in terms	more and more insights can be seen from coordinating with other related

reformer	administrative control and control in the service division of the kingdom	sub-sections/sections in controlling and controlling documents or document completeness by coordinating with related parties and using control cards in every ongoing administration stage so that they are under control and in accordance with the established mechanism.
	That insight still very minimal in in terms of preparing monthly, quarterly and annual reports	Increasing insight. So create and use digital-based applications for data collection needed with the aim of facilitating the process of making the required report.

4.3. *Strengthening Attitude and Dedication*

The evaluation results for the objective of strengthening attitude and dedication focus on assessing the changes in behaviour and motivation of civil servants after returning to their workplace. The evaluation examines the behavioural changes that have occurred after the training and will be implemented in the workplace, making this assessment external in nature. Another focus is the evaluation of the employees' motivation or willingness to work after participating in the training. Based on the above interview results, it is evident that education and training (training) can transform the work behaviour of civil servants, including their behaviour as civil servants, their behaviour towards fellow civil servants, and their behaviour in their work. Additionally, education and training can provide participants with positive work motivation that proves beneficial upon their return to the workplace. This conclusion is supported by the statements of the informants and their superiors, indicating that the evaluation results for the training participants align with the objectives of the conducted training.

Table 5. The results of the evaluation of indicators strengthen the attitude and spirit of dedication

Measurement indicator	Before follow Training	After follow training
Behaviour as Civil servants and fellow civil servants	Attitude as civil servants and civil servant behavior and devotion to work needs to be improved.	Consolidation arises attitude And devotion in self so carry out the task and the way civil servants behave And leader can created connection interpersonal Which Good when meet constraint And problem in execution of tasks can resolved quickly.
	Attitude as civil servants and civil servant behavior and dedication to work needs to be improved.	The feeling arises awareness about the need to increase mutual respect behavior, and mutual respect for other civil servants, and behave according to civil servant ethics and awareness of harmonious relations is very important with fellow civil servants so that work can be resolved effectively and

		efficiently.
Employee motivation	Still lack of motivation	There is a willingness to work and enthusiasm for work. Due to the emergence of a sense of awareness of the importance of carrying out state duties properly
	Motivation in work is quite good	Increased work motivation. because in carrying out the tasks in the planning section they get new motivation including motivating other employees to complete the work even though the work to be done is experiencing difficulties.

4.4. *Creating Shared Vision and Mindset*

The objective of the training, with the indicator of creating shared vision and mindset, focuses on enhancing rational thinking in task execution. This allows employees who have undergone the training to generate solutions and ideas when encountering challenges in their tasks and to share a common vision of organizational success. The measurement indicators for creating shared vision and mindset dimension are rational thinking patterns. It is expected that after completing the training process, there will be an improvement in rational thinking in task execution. This enables employees who have undergone the training to create solutions and generate ideas when faced with task-related challenges, while also fostering a shared vision of organizational success.

Table 6. Results of Evaluation of Indicators Creating a Common Vision and Mindset

Measurement indicator	Before follow Training	After follow training
That mindset Rational	not yet mindset similarity rational inside Work	The mindset is created Rational so always try to provide the best for the organization. For example, order and control of documents, administration of government services so that a control card is made to be able to control every stage of the administrative process that is ongoing until it is issued.
	not yet mindset similarity which is rational so tupoksi often burdensome inside implementation work.	The creation of a change in mindset and commonality vision from that employee have attended the training. Matter this can seen from the creation of solutions and ideas in case speed up service example application digital based application in the form of google drive which makes it easier for officials and employees to input the necessary data and reports which makes it more

effective and efficient. So create and use digital-based applications for collecting the necessary data with the aim of facilitating the process of making the necessary reports.

Broadly speaking, evaluation can be defined as the assessment of the quality of something. In addition to that, evaluation can also be seen as a process of planning, obtaining, and providing essential information to generate decision alternatives. Thus, evaluation is a systematic process to determine or make decisions on the extent to which learning objectives have been achieved by learners by Purwanto in [29]. This evaluation is used so that researchers can think in an organized manner, establish connections between activities-investment-results, establish performance indicators and allocate responsibilities, serve as a means for accurate and clear communication, adapt to sudden changes, and consider risks. United Nations Development Programme (UNDP) [30] It is explained that impact evaluation is an evaluation that assesses the positive or negative changes intended for individuals, institutions, and the environment caused by activities such as leadership training programs. Impact evaluation not only measures whether objectives have been achieved or assesses the direct effects on beneficiaries but also encompasses a wide range of impacts at all levels of the results chain, including effects on organizations, institutional systems, technical or social aspects, and the environment.

The evaluation to determine the impact in a process is the highest level of evaluation within a framework, following the assessment of the outcomes of the training program. Based on the educational and training objectives defined in Government Regulation No. 101 of 2000 concerning Civil Servant Training, which is used as a reference for the evaluation activities, the impact performance indicators for leadership training include:

- Improvement of knowledge, skills, and attitudes
- Renewal and enhancement of insight as civil servants
- Consolidation of behavior as civil servants and increased motivation in work
- Creation of a rational mindset in achieving organizational goals.

Specifically, to achieve organizational goals as reflected in the vision and mission of the IPDN (Institute of Public Administration and Governance) that is further elaborated through program implementation, one of the efforts undertaken is through the improvement and development of existing human resources. In achieving these goals, civil servants or employees in positions play a crucial role in implementing each program at IPDN Sulut Campus. Therefore, the outcomes obtained from leadership training activities are already heading towards the expected impacts.

Activities related to the roles and responsibilities of employees who have undergone training include: in the Planning and Reporting Subdivision, accommodating proposed program activities from specific sections/subsections that are eventually realized in the form of budget implementation documents. Each activity supervisor can maximize the targets and quality of their respective activities based on the appropriate budget allocation proposed initially. The efforts are not limited to that; the Prolap (Planning and Reporting) section also successfully optimizes time by utilizing digital technology, which facilitates each activity supervisor in submitting activity reports. This achievement is not only supported by the utilization of technology but also the approach or communication methods employed by the Head of the Planning and Reporting Subdivision, which greatly influences and motivates the activity

supervisors to be accountable for their activities according to the expected report quality and the set timeframe.

Similarly, in the Caregiving Subdivision, one of the responsibilities is to handle administrative affairs related to the praja (students). The subdivision provides administrative services concerning praja activities, ensuring a more organized and controlled administrative process. This is evident in the increased number of praja choosing to handle their administrative matters through the Caregiving Subdivision instead of independently, aiming to minimize errors in praja administrative tasks. This has a positive impact by increasing trust in the administrative services provided to students, including coordination for the issuance of praja-related documents that can be monitored and controlled through the Administration Control Card. This allows each student handling their administrative matters to monitor the progress of the ongoing administrative process and receive explanations if there are incomplete administrative requirements that need to be completed.

Based on the above explanations, it can be concluded that the changes that occur after participating in leadership training activities align with expectations and meet the performance indicators within the training framework. There are no unexpected changes. Furthermore, these impacts can be achieved through the positive outcomes of the leadership training program.

5. Conclusion & Suggestion

According to the explained research results, the researcher draws a tactical conclusion regarding the training process within a position or Leadership Education and Training, which is capable of bringing about changes in the employees who are alumni of leadership training. This can be seen based on the training evaluation results that consider and align with the objectives of the training stated in Government Regulation Number 101 of 2000, which indicate the following aspects:

1. Knowledge, skills, and attitude: It shows that alumni of leadership training who are IPDN Sulut employees have experienced an improvement in knowledge, skills, and attitude in carrying out their duties professionally, guided by the character and ethics of civil servants according to the needs of the institution.
2. Innovative bureaucracy: Regarding the objective of creating an innovative bureaucracy, employees who are alumni of leadership training have a broader perspective. Their skills are more focused, enabling them to make improvements related to their respective tasks and responsibilities.
3. Attitude and dedication: The results regarding the objective of strengthening attitudes and dedication indicate that employees who have participated in the training exhibit a high work ethic, executing their duties with full self-awareness and demonstrating good work behavior.
4. Shared vision and mindset: Regarding the objective of training to create a shared vision and mindset, employees who have completed leadership training exhibit rational thinking in carrying out their job responsibilities and possess the ability to generate solutions and ideas when facing task-related challenges. They also share the vision of organizational success.

Based on the research results, discussions, and conclusions, several suggestions can be made for improvement, including:

1. It is expected that the leadership element exercises more wisdom in placing employees according to their competencies, ensuring a clearer and more focused execution of their job responsibilities.

2. The leadership element should pay more attention to the stages of planning employees' participation in leadership training activities, allowing employees in positions who have not yet participated in the training to have equal opportunities for competency enhancement in achieving organizational goals.
3. Evaluations should not only be conducted for employees who have completed leadership training but also for those who have undergone technical or functional training, in order to obtain data related to the outcomes according to the type of training attended.

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