

POST-TRAINING EVALUATION OF 2021 CLASS VI ADMINISTRATIVE LEADERSHIP TRAINING FOR EAST NUSA PROVINCE AT THE NTT REGIONAL HUMAN RESOURCES DEVELOPMENT AGENCY

Fransiskus Da Sores SALEM¹, Melkiesedek. N. B. C. NEOLAKA², Hendrik TODA³

^{1,2,3}Faculty of Social and Political Sciences, State Administration Study Program, Nusa Cendana University, Kupang, East Nusa Tenggara

Corresponding author: Fransiskus Da Sores Salem

E-mail: salemfransiscus@gmail.com

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Abstract:

Every ASN who holds this position must be equipped with adequate competencies in order to be able to answer several opportunities and challenges in realizing bureaucratic reform and increasing effectiveness in the delivery of public services and one of the regional institutions that carry out human resource training and development activities is the Resource Development Agency Human (BPSDMD) East Nusa Tenggara Province. The type of research used in this research is a case study. Informants in this research will be selected purposively. Data analysis activities include reduction, display, and verification/conclusion drawing. The results of the research found that on the side (1) the input for the implementation of the 2021 Batch VI Administrative Leadership Training Training by BPSDMD NTT province includes supporting resources and basic materials needed to implement the 2021 Batch VI Administrative Leadership training policy, it is stated (1) Regulations (2) Availability of Budget (3) Organizers (4) Teaching Staff (5) Participants and (6) Facilities, while on the side (b) The process of implementing the 2021 class VI Administrative Leadership Training training by BPSDMD NTT province includes (1) Methods learning and training (2) Effectiveness during the learning and training process as well as in (c) Output from the implementation of the Administrator Leadership Training Training class VI in 2021 by BPSDMD NTT province. The results obtained by participants from the Administrator Leadership training process include (1) Knowledge and skills obtained by participants, (2) Attitudes and behavior, and (3) Action plan for change.

Keywords: Evaluation, Post-Training, Human Resources

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INTRODUCTION

The flow of globalization strongly influences the conditions of political, economic, and government systems throughout the world. Globalization, characterized by openness of information, liberalization, and economic competition between nations, forces every country to improve its services and policy performance continuously. For this reason, every government works to build its bureaucracy and apparatus to be more efficient, accountable, and responsive.

According to Mac Kinsey et al. (2013), in 2030, Indonesia will become the seventh-largest country with the largest economy in the world. This action is undoubtedly with conditions. To achieve this position, Indonesia needs the supporting capacity of a professional bureaucratic apparatus to encourage national competitiveness. Following this action, the government established a bureaucratic reform policy as stated in Presidential Regulation 81 of 2010 concerning Grand Design for Bureaucratic Reform 2010-2025.

The Grand Design determines that bureaucratic reform is a gradual change to achieve the vision, namely realizing world-class government." As a process of organizational change, the human resources of the apparatus are the most essential factor. Therefore, to support the acceleration of bureaucratic reform, the government issued Law Number 5 of 2014 concerning State Civil Apparatus (ASN). The aim of the issuance of the ASN Law, which replaces Law No. 43 of 1999, is to realize the governance of the state civil apparatus as a profession that should manage and develop itself to be accountable for its performance and apply the principle of merit in the implementation of management of the State civil apparatus. Bringing the country together and carrying out public policy for each state's civil apparatus to fulfill its duty as a public service.

The vital substance of human resource development in the era of good governance changes government officials' paradigms, attitudes, and behavior (Sulistiyani et al., 2011). Bureaucratic reform is a systematic effort by the government to realize good governance from the aspect of institutions, government administration, and apparatus resources. Ultimately, it is hoped that bureaucratic reform can realize improvements in public services so that the benefits can be felt by society at large. In order to do this, we need change agents who are highly devoted to improving the public service sector and possess the requisite skills and quality.

Therefore, increasing the competence and quality of apparatus resources can be used as a first step in improving the quality and quality of public services.

In order to improve the quality and quality of ASN, a competency development strategy is needed that is adaptive to very rapid changes. Following the mandate in Law Number 5 of 2014, every ASN has the right to receive competency development for a minimum of 20 learning hours/year. Government Regulation Number 17 of 2020 concerning Amendments to PP No. 11 of 2017 concerning Civil Servant Management states that competency development is based on position competency standards and career development plans. In addition, implementing the merit system in ASN management requires that every position filled be based on qualifications and competencies.

According to Notoadmodjo (2009), education and training are efforts to develop human resources significantly to develop intellectual abilities and human personality. Education and training in an institution or organization are usually combined into training. The unit that handles employee training is usually called Pusdiklat (education and training center). Education and training can be seen as a form of investment. Therefore, every organization or agency wanting to develop employee training must receive significant attention. It is intended so that civil servants can carry out general government duties and implement development and empowerment of the community as well as possible.

The education and training (Diklat) above is an inseparable part of a system, namely the human resource development system. "Through the development system, various activities are carried out which refer to efforts so that human resources can be utilized and utilized optimally by the institution" (Atmodipuro, 1993). Administrator Leadership Education and Training (Diklatpim III) is a program

designed to build managerial/leadership competencies for Administrator officials. Level III Leadership Education and Training, or Diklatpim III, is part of developing managerial competence through Training Education. Implementing the merit system in ASN management requires that every position filled be based on the qualifications, competencies, and performance, including for administrator or echelon III positions. The administrator is responsible for implementing all public service activities and government administration and development in the agency. Therefore, every ASN who holds this position must be equipped with adequate competencies in order to be able to respond to several opportunities and challenges in realizing bureaucratic reform and increasing effectiveness in the delivery of public services and one of the institutions in the Region that carries out human resource training and development activities in East Nusa Tenggara Province Human Resources Development Agency (BPSDMD).

BPSDMD East Nusa Tenggara Province, by the accreditation obtained, carries out Administrative Leadership Education and Training guided by the State Administration Institution Regulation Number 16 of 2019 concerning Administrator Leadership Training and in the development of competency development needs, amended by the Republic of Indonesia State Administration Institution Regulation Number 7 of 2020 concerning Guidelines for Organizing Education and Leadership Training for Administrators. Based on the Regulation of the Governor of East Nusa Tenggara Number 9 of 2016 concerning Position, Organizational Structure, Duties, Functions, and Work Procedures, the Regional Human Resources Development Agency of East Nusa Tenggara Province has the task of assisting the Governor in carrying out supporting functions for Government Affairs in the field of education and training which is the authority of the Region.

Table 1. Number of Human Resources in BPSDM NTT Province

| Position Name | Amount |
|------------------------|--------|
| Structural Officials | |
| Echelon II | 1 |
| Echelon III | 4 |
| Echelon IV | 2 |
| Functional Officials | |
| Apparatus HR Analyst | 10 |
| Madya Widyaiswara | 13 |
| Widyaiswara Muda | 9 |
| Widyaiswara First | 1 |
| Archivist | 3 |
| Librarian | 1 |
| Executor | 50 |
| Quality Assurance Team | 5 |
| Amount | 99 |

Source: BPSMD NTT Province, 2022

Table 1 shows the Human Resources representatives at the BPSDMD of NTT Province, which, as the ASN HR Development Institute in NTT, designs HR development that suits regional needs and interests. In realizing the Vision of the Governor and Deputy Governor of East Nusa Tenggara 2018–



2023, "NTT Rises to Create a Prosperous Society Within the Frame of the Unitary State of the Republic of Indonesia," NTT ASN is needed with a SERVING MENTALITY through increasing knowledge, skills, and behavioral attitudes to achieve excellent and satisfying service performance. For this reason, BPSDMD is committed to developing ASN human resources competency, qualifications, and performance in NTT. BPSDMD, as an ASN HR development institution, is required to answer the mandate of the law to develop competencies for ASN according to career development needs and national development needs in general and regions in particular. For this reason, BPSDMD has set a goal: realizing ASN competency according to needs.

Based on the Regulation of the Head of the Indonesian State Administrative Institute (LAN-RI) Number 20 of 2015, the graduation assessment for participants developing Administrator leadership competency is focused on the Action for Change aspect. The change action assessment component consists of innovation planning at 40% change management at 60%. The determination of the training participants' graduation results is contained in the minutes of the evaluation and graduation meeting for Administrator Leadership Training participants from 2020 and 2021 who were declared to have passed with the predicate of Fair, Satisfactory, and Very Satisfactory.

The large number of alums in the last 2 (two) years also indicates the large budget allocation for leadership training. Using the standard Leadership Training cost per person set by the State Administration Institute (LAN), these 264 alumni have spent at least the state budget of approximately Rp.7.920.000.000- (Seven Billion Nine Hundred and Twenty Million Rupiah). This phenomenon of large training budgets is in Indonesia and other countries, especially in developed countries. According to the results of a 2013 American Society for Training and Development (ASTD) survey, various public and private organizations in the United States spend more than \$ 13.6 billion annually to carry out training (McCauley et al., 2014). This large budget amount then raises questions about how to organize administrator leadership training and the measurability and sustainability of the impact of training on the organization in qualitative forms, such as the level of customer satisfaction, easier work processes, increased job satisfaction, and innovation in implemented change projects. Training participants.

Therefore, an in-depth study is needed to answer questions about the input, process, output, and outcomes of the Post-Administrator Leadership Training held at the Regional Human Resources Development Agency of East Nusa Tenggara Province by determining the Title Evaluation of Post-Administrator Leadership Training Batch VI 2021 Scope of East Nusa Tenggara Province in NTT Regional Human Resources Development Agency.

Literature Review, Evaluation. Evaluation comes from the word "evaluation" (English); this word was absorbed into the Indonesian vocabulary to maintain the original word with adjustments to the Indonesian pronunciation (Arikunto & Jabar, 2009). Furthermore, both explained that evaluation is an activity to collect information about how something works, which is then used to determine the suitable alternative in making decisions.

Scriven in Stufflebeam and Shinkfield (2007) defines evaluation as *the process of determining the merit, worth, and value of things, and evaluation is the product of the process*. Evaluation is a process of determining the benefits, price, and value of something, which is the product of this process. In other words, evaluation is the product of determining the benefits and value of something. The product takes the form of findings written as a report.



Kifer (1995) defines evaluation as an investigation to determine the value or benefit (worth) of a program, product, procedure, or action. Furthermore, Madaus et al. (1987) explain that evaluation is a study designed and carried out to assess (judge) and improve the benefits of the evaluated program. Stufflebeam and Shinkfield (2007) state that evaluation systematically investigates some object's value. Evaluation is a systematic investigation, research, inquiry, or examination of the value of an object.

The definitions related to evaluation put forward by experts, Mutrophin (2010) summarizes that to describe evaluation as a general framework in which there are the following meanings:

- a. Evaluation as professional judgment.
- b. Evaluation as measurement.
- c. Evaluation analyzes conformity between performance and goals, objectives, or work standards.
- d. Evaluation is decision-oriented.
- e. Responsive or goal-free evaluation.

Purpose and Benefits of Evaluation. Briekerhoff et al. (1983) define program evaluation as a process of finding the extent to which the goals and objectives of a program or action have been realized, providing information for decision-making, comparing performance with standards or benchmarks to identify gaps, assessing price and quality and systematic investigation about the value or quality of an object. According to Tyler, program evaluation is a process to determine whether the objectives have been realized (Arikunto & Jabar, 2009). According to Arikunto (2005), program evaluation is an activity intended to determine the planned activities' success.

According to Scriven, the purpose of evaluation has two functions, namely, a formative function and a summative function. The formative function, namely evaluation, is used to improve and develop ongoing activities (programs, people, products.), while the summative function, namely evaluation, is used for accountability, information, selection, or continuation. In other words, evaluation aims to help develop and implement program needs, improvement, accountability, selection, and motivation and increase knowledge and support from those involved (Tayibnapis, 2000).

Mutrophin (2010) states that the purpose of program evaluation is to obtain information that may be useful when choosing between various alternative policies or programs to achieve social goals. Furthermore, according to Tayibnapis (2000), the purpose of evaluation can be various, including routine work or routine responsibilities to help the work of managers and employees with more goals and more thorough information than existing ones or providing information for the team. Coach or advisor for clients, boards of directors, founders, or sponsors.

System Model Evaluation. The system flow in organizational theory, according to Robert Wiener (in Kadarwati; 2003), has two conceptual themes or main components, namely: 1) Application of general system theory in organizations; 2) Use of quantitative techniques and methods to understand complex relationships between organizational variables to optimize decisions taken. The systems school views an organization as a complex and dynamic arrangement of interrelated elements: input, process, output, feedback channels, and the environment in which these elements operate. A change in one element will result in changes in other elements. These intertwinements and attachments are complex, dynamic, and often unknown. Therefore, when leaders make decisions involving only one element without realizing it, it will influence all elements in the organization. The use of systems theory in organizations over the years, especially around using and developing information systems in management.



Analysis of the flow of systems theory uses quantitative methods and models. In this case, philosophically and methodologically, the school of systems theory is similar and very close to the scientific management school pioneered by F.W. Taylor (in Kadarwati, 2003). Taylor's scientific management (in Kadarwati, 2003) uses quantitative methods to find the best way, while systems theory uses it to find optimal solutions to problems. In reality, the conceptual approaches of the two schools are very similar. That is what the flow of systems theory in organizations is about, often called management or administrative science.

In the study of the government administration system, the meaning of the system will first be explained. A system is a tortuous and permanent whole consisting of things or elements with an interdependent relationship integrated into one unified whole based on a principle of order enshrined to achieve specific goals (Gie, 2002). Meanwhile, Johnson, Kast, and Rosenzweig (in Kadarwati, 2003) state that a system is a complex or organized whole, a collection or combination of things or parts that form a complex or complete whole or whole. From the thoughts above, it can be concluded that the system is a unit that cannot be separated from the other parts.

According to Bridgman & Davis (2000), evaluation measurements generally refer to four leading indicators, namely:

- 1) Input indicators assess whether the supporting resources and basic materials are needed to implement the policy. These indicators may include human resources, money, or other supporting infrastructure.
- 2) Process indicators focus on assessing how a policy is transformed into direct services to the community. This indicator covers the effectiveness and efficiency of the methods or methods used to implement specific public policies.
- 3) Output indicators (results) focus assessment on the results or products that can be produced from the public policy system or process. This outcome indicator is, for example, how many people successfully participated in a particular program.

METHODS

The type of research used in this research is a case study. In selecting informants, researchers are expected to be able to see the abilities of the informants so that the research objectives can be answered. Informants in this research will be selected purposively, namely determining informants based on specific considerations, and will be selected using the snowball technique. The author used the Miles et al. analysis model to analyze the data. This analysis model was proposed by Miles et al. (1992) that qualitative data analysis is carried out interactively and continues continuously until completion so that the data becomes saturated. Data analysis activities include reduction, display, and verification/conclusion drawing.

RESULT AND DISCUSSION

Input (Pre-training). Pre-training assesses whether the supporting resources and basic materials are needed to implement the policy. These indicators include regulations, budget availability, organizers, teaching Staff, participants, and facilities.



Regulations. The implementation of PKA training for batch VI in 2021 is guaranteed by the State Administrative Institution Regulation Number 16 of 2019 regulations. The PKA, or Regulation of the State Administrative Institution concerning Administrator Leadership Training, is a set of government regulations governing the management of civil servants whom an accredited institution organizes. It governs the structural leadership training for administrators.

Budget Availability. In implementing a program, one of the important indicators is the availability of a budget to carry out the program. Administrator Leadership Training for Class VI of 2021 is guided by State Administration Institution Regulation Number 16 of 2019 and Regulation of the Head of the State Administration Institution of the Republic of Indonesia Number 2 of 2020 concerning Details of the Budget for Leadership Training and Basic Training.

From the results of the author's observations, it was found that differences in the budget amount were determined in the Regulation of the Head of the State Administration of the Republic of Indonesia Number 2 of 2020 and the Governor's Decree Number 54 of 2019. This difference in amount was another finding during the Reaccreditation of the Administrative Leadership Training Program regarding the absence of follow-up on the Decree Regulations. The Governor regarding General Cost standards conform to the Regulation of the Head of the State Administration Agency of the Republic of Indonesia Number 2 of 2020.

Managers and Organizers. Managers and Organizers in organizing Administrator Leadership Training following the Decree of the Head of LAN Number 1007/K.1/PDP.07/2019 concerning Guidelines for Organizing Administrator Leadership Training. Training managers and organizers can manage training as evidenced by the following:

- a. Management of training (MoT) training certificate or other similar training for training managers;
- b. Training officer course (TOC) certificate or other similar training for training providers; And
- c. Letter of assignment from the head of the training organizing institution.

Of the number of management of training (MOT) certificates intended for managers (Structural Officials) of Echelon II High Leadership Positions have MOT certificates, for Administrator Positions, 50% have MOT certificates; for Certain Functional Officials (Archivaries), there is one person who has training officer course (TOC) certificates are 10%, then the Implementing Officers as Organizers are 63 people who have training officer course (TOC) certificates, only 40%. Based on the explanation above, BPSDMD NTT Province, as the organizer of activities in its committee, still found managers and organizers who still needed MOT and TOC certificates. It certainly has an impact on the services provided by Managers and Organizers.

Managers and organizers of training programs still need to be improved regarding ownership of MOT and TOC certificates. The ability of managers and organizers to provide services is still relatively standard based on experience alone, so this results in the willingness and support and the active role of managers and organizers in the training process being influenced by instructions or orders from the leadership. Based on the results of interviews with High Primary Officials (Echelon II) and one of the participants, the author collected reporting documents for PKA training for batch VI in 2021 and found several facts related to the results of a survey carried out by the Leadership Training Sub Sector regarding the training program from training participants to the Management and Organizing Committee during the 2021 PKA Batch VI training program is underway.

Instructor. Teaching Staff in organizing Administrator Leadership Training following the Decree of the Head of LAN Number 1007/K.1/PDP.07/2019 concerning Guidelines for Organizing Administrator Leadership Training.

The results of a survey by 40 PKA Batch VI participants regarding the Pursue/Graduate Personnel, which the Leadership Training Sub Sector has analyzed at the 2021 PKA Batch VI Training. SATISFACTION criteria. Teaching Assistants/Widyasiswara provides eleven (10) service elements with the criteria of Very Satisfactory, Satisfied, and Quite Satisfactory. The survey analysis results show efforts by the NTT Regional Human Resources Development Agency, in this case, the Teaching Staff/Widyaiswara, to facilitate learning with good preparation during the training process in question. It is in line with what was conveyed by Gunawan (1996), who stated that educators are planners, implementers, and evaluators of learning in the classroom, so students are subjects who are directly involved in the process of achieving educational goals and Kartikawati et al. (2019) and Aqmal (2007) which shows that the quality of trainers will encourage increased training effectiveness. The author concludes that Widyaiswara Competency is the knowledge, skills, and abilities required by the Widyaiswara Functional Position, including good learning management, substance, personality, and social competencies.

Participant. Participants in organizing Administrator Leadership Training following the Decree of the Head of LAN Number 1007/K.1/PDP.07/2019 concerning Guidelines for Organizing Administrator Leadership Training.

Based on the results of the interview above, it is known that the NTT Provincial BPSDMD in determining the 2021 batch VI training participants was preceded by a determination from the PPK officials of the Province and Regency of the City of origin of the training participants and sending the nominative to the organizers. The manager verifies the completeness of the documents sent from the Provincial and Regency City BKD/BKPSD, then calls them by specifying the SK for the training participant. The author conducted field observations in the Government and Social Managerial Sector. In the 2021 Batch VI Administrator Leadership Training, participants came from the NTT Provincial Government with 40 participants. According to Nitisemito (1986), one of the things that must be considered in achieving success in education and training includes the selection of prospective participants.

Infrastructure. Facilities and infrastructure for administering Administrator Leadership Training are by the Decree of the Head of LAN Number 1007/K.1/PDP.07/2019 concerning Guidelines for Organizing Administrator Leadership Training. Implementation of training uses predetermined infrastructure and is gender-responsive. The infrastructure required to organize PKA Training includes the following:

- a. Hall;
- b. Classroom;
- c. Discussion/seminar room;
- d. Computer room;
- e. Learning facilities using information technology: e-learning applications, video conferencing, or other information technology according to learning needs;
- f. Secretariat room;
- g. Fitness room;

- h. Participant Dormitory;
- i. Training staff guest house;
- j. Library;
- k. Dining room;
- l. Sports facilities;
- m. Entertainment facilities;
- n. Health units/polyclinics; And
- o. Worship place;

The availability of facilities and infrastructure is an inseparable part of the training process. The completeness of the facilities and infrastructure of the Papa John Hotel as the venue for the 2021 Class VI Administrator Leadership Training Training can be seen from the table. According to (David et al., 2002), the importance of input in a program requires responsibility carried by the activity organizers. Based on the researchers' findings, the 2021 Class VI Administrator Leadership Training infrastructure is seen from the facilities and infrastructure aspect. Facilities include discussion/seminar rooms, a secretariat, fitness, computers, a library, sports facilities, entertainment, and health polyclinic units. Infrastructure facilities include TV and Video Player, Computer/Laptop, Reference Books, and Multimedia. The author concludes that the facilities and infrastructure at the Papa Jhon Hotel still need to be improved if viewed from the training provisions; however, the policies taken by the organizing institution take into account various aspects, especially the implementation of training during the Covid 19 pandemic.

2. Process (Process). The process focuses on the implementation of Administrator Leadership Training training by BPSDMD NTT province with indicators of learning and training methods and effectiveness during the learning and training process

Learning and Training Methods. The learning and training methods for the PKA Training Class VI in 2021 are guaranteed by the regulations of State Administrative Institutions Regulation Number 16 of 2019. In the Regulations of State Administrative Institutions concerning Administrator Leadership Training, abbreviated to PKA, is the structural leadership training for administrators as regulated in Part One of the Implementation of PKA, Article 5.

The 2021 batch VI training organizers are guided by the Decree of the Head of LAN Number 1007/K.1/PDP.07/2019 in learning and training methods using classical learning and training methods with a training curriculum according to LAN guidelines (attached). BPSDMD NTT, as the organizer, submitted a request for a classical operational permit in principle to the State Administration Agency (LAN) and has received the principal permit.

Learning and Training Methods, Administrative Leadership training for class VI of 2021, by the Head of the NTT Regional Human Resources Development Agency's Decree, is held classically or face to face. We are teachers and coaches whose names are included in the attachment to the decision of the Head of the Agency to follow up following the training implementation schedule. I included one of the widyaiswara who teaches in the activity in question. The learning and training materials are by the curriculum contained in the training schedule based on the Decree of the Head of the State Administration Institute Number 1008/K.1/Pdp.07/2019 concerning the Administrator Leadership Training Curriculum and the principle permit for organizing the training Administrative Leadership training class VI in 2021. In the learning and training process, Widyaiswara/Teaching Staff apply



various presentation methods/techniques to present training material to participants so that the material presented can be understood and used by training participants well. "Several methods generally used in learning training are lecture methods, discussion methods, demonstration methods, group work methods, training/assignment methods, design methods, discovery and inquiry methods and the use of information media and technology."

Effectiveness During the Learning and Training Process. One of the essential components in the education and training cycle is learning methods and effectiveness during the learning and training process. Implementing practical training can increase training participants' knowledge, skills, and behavior per the organization's needs. Many learning approaches and tactics that align with the company's objectives are developed to provide practical training. Based on information from an interview excerpt from one of the Echelon III officials (as the manager) regarding the training learning methods in the 2021 PKA Class VI training using classical or face-to-face learning methods.

One of the author's findings regarding evaluating substance/material is that the total assessment weight is 15%, consisting of the Ability to Analyze Concepts in the Service Leadership agenda (6%) and the ability to analyze concepts in the job control agenda (9%). Moreover, for stula evaluation (field studies), the total assessment weight is 20%, consisting of the quality of field study lesson learned documentation supported by relevant information data (group) (10%) and the quality of lesson learned adoption and adaptation of field study results (individual) according to learning agenda (10%) by the Decree of the Head of the State Administration Agency Number 1008/K.1/Pdp.07/2019, there are 4 (four) assessment elements to determine the qualifications for graduating training participants: substance/material evaluation, stula evaluation, Change Action Evaluation, and Behavioral Attitude Evaluation.

Field study evaluation consists of the quality of field study lesson learned documentation supported by relevant information data (group) 10% with an average score of 91 and the quality of lesson learned adoption and adaptation of field study results (individual) according to the learning agenda (10%) with an average score of 90 and a total field study evaluation assessment weight of 20% with an assessment range of 90 to 95, this certainly indicates the effectiveness of learning and training where participants can show the results of actualizing performance management leadership by formulating knowledge replication and knowledge customization (adoption and adaptation) in a lesson learned best practice implementation of performance management leadership both in groups and individually.

3. Output (Result). Implementing Administrator Leadership Training using the Classical method, on-campus and off-campus activities. On-campus activities are the process of delivering learning material by Widyaiswara with four activity agendas, namely: Agenda 1: Pancasila Leadership and Nationalism, Agenda 2: Performance Leadership, Agenda 3: Performance Management, and Agenda 4: Leadership Actualization. Off-campus activities are the process of implementing agenda 4: Actualization of leadership, which includes field studies aimed at increasing knowledge and skills and preparing change actions for training participants.

The results focus on indicators of knowledge and skills obtained by participants, attitudes, and behavior, and action plans for changes in the 2023 Batch VI Administrative Leadership Training Training by BPSDMD NTT province.



Based on the data above, the author concludes that the knowledge and skills obtained by participants from each agenda during the Administrator Leadership training are very comprehensive to occupy the position of Administrator with Managerial Competencies and Government Competencies. Gloet and Terziovski (2004) state that knowledge management is access to expertise, knowledge, and skills that provide new capabilities, enable better performance, encourage progress and innovation, and increase customer value.

CONCLUSION

Based on the results of the research and discussion in the previous chapter, the author can draw conclusions on side (1) Input for the implementation of the 2021 Batch VI Administrative Leadership Training Training by BPSDMD NTT province includes supporting resources and basic materials needed to implement the Leadership training policy Class VI 2021 administrators stated (1) Regulations (2) Budget Availability (3) Organizers (4) Teaching Staff (5) Participants and (6) Facilities, while on side (b) Process of implementing Leadership Training for Administrators Class VI Class Administrators 2021 by BPSDMD NTT province includes (1) Learning and training methods (2) Effectiveness during the learning and training process as well as (c) Output of the implementation of the 2021 class VI Administrative Leadership Training training by BPSDMD NTT province results obtained by participants from the Leadership training process Adminsitrator includes (1) Knowledge and skills acquired by participants (2) Attitudes and behavior (3) Action plan for change.

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