

Evaluation of Medium Level Leadership Education and Training Programs In the Nacional Instituição Pública Administração Timor-Leste.

João De Carvalho

Abstract: Improving the quality of leadership for stakeholders and prospective stakeholders is something that must be applied in the field of human resources/ apparatus. This will be achieved only through the middle level leadership training program. Where the training was carried out by National Institution Public Administration in 2014. Considering the implementation of the training was faced with various problems. Therefore, it is deemed necessary to evaluate the implementation of the training program in question, with the aim of finding and providing solutions to various problems encountered in the implementation of the Middle Level Leadership Training Program.

The theory used in this study includes: program evaluation theory, education and training theory and leadership theory. While the evaluation model used in this study is the theory of CIPP evaluation model=Context, Input, Process and Product, which was developed by Stufflebeam and then used as a basis for determining the framework of the study.

The method used in this study is a descriptive method with a qualitative approach. The data collection techniques used are: interview techniques and document review techniques.

The results of this study indicate that, in the context aspect: The absence of technical regulations/implementing regulations specifically regulating leadership training, there are no provisions governing the status, rights and obligations of teachers/lecturers; input aspects: Limited number of teachers/lecturers; the absence the medium level leadership training module, limited number of infrastructure and conditions that are not feasible to use, Internet space does not yet exist; process aspects: Limited facilities learning; product aspects: The ministry/agency as long as it has not pre-tested and post-tested the participants, there are still a number of training participants who have not received career development/promotion in structural positions.

In conclusion, the state staffing commission and National Institution Public Administration have not formulated specific regulations for leadership training, National Institution Public Administration has not completed the medium level leadership training module, National Institution Public Administration does not have the number of the teachers/lecturers and learning facilities. National Institution Public Administration has not designed an appropriate library and internet space and has not actualized the collection of book titles in accordance with the development of science, and there has been no career development or promotion for ex-participants or alumni.

Keywords: Program Evaluation, Training, and Leadership.

I. Introduction

1.1. Background Problems.

Timor-Leste was a newly independent country, at the beginning of the century 21st, along with the rapid development of science, technology and information can influence the ability of leaders to manage political and government systems of public services, so that government officials face challenges that require the existence of general human resource capabilities and the ability of civil servants / apparatus as a public servant.

The problem of the ability of employees / apparatus is indeed a determinant factor, considering the role of employees has a dual duty, in one party is required to be able to provide services to the community in a fair and transparent manner, but on the other hand must be able to show loyalty, dedication and high work performance. The dual tasks will be realized if supported by abilities and skills.

It is important to realize that, at present and in the future, the Government of Timor-Leste needs qualified, professional and high-integrity employees / apparatuses to be able to carry out the tasks of government and development effectively and efficiently for the realization of national goals or national development goals that has been regulated in the Constitution of the Democratic Republic of Timor-Leste.

In order to achieve national goals and national development goals, the quality of employee / apparatus competency is demanded. Therefore, the National Parliament, as a sovereign organ has established Law 08 of 2004, concerning the Principles of Staffing, which regulates the rights of every civil servant / apparatus to be

able to take courses and training related to tasks and position, as well as to improve various types of qualifications in the field of government.

Furthermore, in accordance with the provisions of PP 12 of 2009, concerning Capacity and Development of Apparatus / Civil Service Resources. And PP 38 of 2012, concerning Training and Civil Service Development and PP 01 of 2018, concerning Promotion and Development of Civil Servants / Apparatus Career.

The three PPs above, in general, are aimed at increasing the competence and professionalism of employees and for promotion considerations.

1.2. Problems examined.

The problems that occur in the implementation of leadership education training III program are related to: 1) Context aspect is the absence of implementing technical regulations on leadership education training III, the objectives and objectives of leadership education training III are not yet appropriate and not appropriate. 2) Input Aspect, is the number of widows lecturers that are inadequate, the availability of the number and condition of facilities, facilities and infrastructure is inadequate, the curriculum and modules of leadership education training III are inadequate. 3) Process Aspect, is the qualification of the instructor inadequate, the learning method is not appropriate, not on schedule and not on time. 4) Product Aspect, is the quality of competency (output) of leadership education training III graduates in National Institution Public Administration of Timor-Leste is still low, has not had a positive impact (outcome) on the organization / agency and there are graduates of leadership education training III who have not received promotion / career development (impact).

1.3. Research Objectives.

This study aims to determine the implementation of leadership education training III in National Institution Public Administration of Timor-Leste, which consists of:

- (1). Regarding the legal basis, objectives and objectives of leadership education training III.
- (2). regarding the number and qualifications of lecturers, availability the number and condition of facilities and infrastructure, curriculum and modules of leadership education training III.
- (3). Regarding learning methods, education training schedules and timeliness learning (on time), as well as the availability of facilities / learning media at leadership education training III.
- (4). Regarding the quality of participant competency (output), impact on organization / agency (outcome) and career promotion / development for participants graduates of leadership education training III (impact).

II. Review of Literature

1. Concept of Program Evaluation

Arikunto and Safrudin (2008: 2), states that, evaluation is an activity to collect information about the workings of something, which is then used to determine the right alternative in making a decision. There are four possible policies that can be carried out based on the results of program evaluation, namely: (1) Stopping the program, meaning that the program does not have benefits and is not in line with the original plan, (2) Revising the program, meaning that there are parts that do not planning, (3) Continuing the program, meaning that the program runs in accordance with planning and produces benefits, (4) Duplicating the program, meaning that the program can be repeated at different times and places because the previous program was considered successful.

While Yunanda (2009), states that, evaluation is a planned activity to know the state of something object by using instruments and the results are compared with benchmarks to obtain conclusions. While Siswanto (2003: 220), states that evaluation is an inseparable activity from Education and Training activities, especially in teaching and learning activities. The success or failure of an Education and Training program will depend a lot on the evaluation activities carried out.

Based on some of the opinions above, it can be concluded that evaluation is a planned and inseparable activity from education training activities, to gather information to find out the condition of an object, especially in teaching and learning activities, and the results are compared with benchmarks to obtain conclusions which are then used for determine the right alternative in decision making.

2. Program Evaluation Model.

There are various program evaluation models, especially the program evaluation model related to leadership education training III.

Kaufman and Thomas in Arikunto (2009: 40-41), evaluation models can be divided into eight models, namely: (1) Goal Oriented Evaluation Model, Tyler's evaluation model aims to look further at the gaps that exist in each

component that is, between what has been determined with what has actually been achieved. (2) Goal Free Evaluation Model, the Michael Scriven's evaluation model aims to look further at the performance of a program by identifying positive influences, namely supporting factors and negative influences, namely inhibiting factors. (3) Summative Formation Evaluation Model, Michael Scriven's evaluation model recognizes the existence of two stages and scope of objects, namely evaluations carried out on programs that are still running are called formative evaluations and evaluations carried out on programs that have been completed or ended are called summative evaluation. (4) Evaluation Countenance Model, Stake and Fernandes evaluation model emphasizes the two most important completeness, namely: 1-description and 2-judgment and has three stages of evaluation, namely: a-stage context, b-stage process, and c-stages of output. (5) Responsive Evaluation Model, Robert Stake's evaluation model is more suitable to be used to evaluate programs that cause many conflicts in society. (6) Center for Study of Evaluation-University California of Los Angeles Evaluation Model: The Center for the Study of Evaluation model at the University of California Los Angeles has five stages, namely: a-planning, b-development, c-implementation, d-results and e-impact. (7) CIPP Evaluation Model, Daniel Stufflebeam's evaluation model consists of four types of evaluations, namely: a-context evaluation / context evaluation, b-input evaluation / input evaluation, c-process evaluation / process evaluation, and d-product evaluation / evaluation results. (8) Discrepancy Model, Malcolm Provus's evaluation model places more emphasis on the gaps that exist in program implementation and how to measure the magnitude of the gap in each component.

3. The Concept of Education and Training.

There are some experts who provide definitions and understanding of Education and Training, such as: Notoadmodjo (2009: 16) means that, Education and Training is an effort to develop human resources, especially to develop intellectual abilities and human personality. Whereas Ambar et al (2009: 219) mean that, Education and Training is an effort to maintain, improve the ability, capacity and professionalism of employees. Agreeing with Notoadmodjo and Ambar, Umar (1999: 12) states that, Education and Training is an effort to improve the mastery of various skills and techniques for the implementation of certain jobs for the present needs and to prepare employees ready to assume certain positions in the future. In contrast to the various opinions above, Atmodiwirio (1993: 25) states that, Education and Training is an educational activity of employees or prospective employees relating to efforts to increase knowledge, skills and attitudes in order to achieve organizational goals that are effective and efficient in fulfilling job requirements. certain functional.

3.1 Types of Education and Training.

Based on Article 9 of PP 38 of 2012, National Institution Public Administration has the authority to describe more specifically in several types of Training and Development programs. The types of education training programs organized by INAP Timor-Leste, so far are: 1) Pre-service Training and 2) Training in Position.

The training in this position was then explained by INAP Timor-Leste into three sub-programs, namely: 1) Leadership Training Program; 2). Technical Training Program; and 3) Scholarship Training Program.

In this sub-program of Leadership Training, it can be divided into four levels, namely: 1) Executive Level Leadership Training Program (for Director-General Level); 2). Senior Level Leadership Training Program (for the Position of National Director Level); 3) Middle Education Leadership Training Program (for Head of Level Position); and 4) Basic Leadership Training Program (for Section Head Position).

3.2 Middle Level Leadership Training.

Leadership education training III is one of the types of Education and Training needed in the formation of civil servant competencies for the structural position of the minister of department at the level of Head of Division, as regulated generally in PP 38 of 2012 concerning Regime Formation e Development of Public Service, meaning Training and Development Rules for Civil Servants / Apparatus and PP 25 of 2016 concerning Regime dos Cargos and Direction e Chief of Public Administration, with four levels, namely: General Director, National Director, Chief of Department and Chief Section. This means that the Position Rules of Directors and Heads of Public Administration with four levels, namely: Director-General, National Director, Head of Division. Where the Middle Level Leadership Education Training III is required for Civil Servants / Apparatus who have / have or who will occupy the structural positions of the Chief of Department at the level of Head of Division.

4. Concept of Leadership.

Leadership literally originates from the lead word which implies directing, guiding, fostering, regulating, guiding, showing or influencing. A leader must be firm and polite in using his leadership capacity to be able to direct, guide, regulate and influence his subordinates in the implementation of effective and efficient tasks in order to achieve the stated goals. While Terry in Thoha (2010: 5) defines that, leadership is an activity to influence people to be directed towards achieving organizational goals. Leadership includes the process of influencing in determining organizational goals, motivating followers' behavior to achieve goals, influencing to improve the group and culture. While Sutrisno (2011: 213) states that, leadership is a process of one's activities to move other people by leading, guiding, influencing other people to do something to achieve the expected results. Furthermore Winardi (1990: 47) defines that, leadership is the ability inherent in someone who leads, which depends on various factors, both internal and external factors. Siagian (2003: 46) states that leadership is the ability to make decisions that are practical, realistic, and can be implemented and facilitate the achievement of organizational goals

4.1 Types of Leadership Styles

Thoha (2010: 49-50), leadership style can be divided into two extreme categories, namely: 1) Autocratic Leadership Style. It means leadership style which is seen as a style based on the power of position and use of authority; 2) Democratic Leadership Style. This means that leadership style is associated with personal strength and the participation of followers in the process of problem solving and decision making.

Hasibuan (2007: 170), leadership style can be divided into three types, namely: 1) Authoritarian Leadership Style. This means that power and authority, most of the absolute remain in the leadership. Decision-making and policy is only set by the leader himself; 2) Participatory Leadership Style. This means that power and authority in their leadership can be done in a persuasive way, building harmonious cooperation, fostering loyalty and participation of subordinates. 3) Delegation Leadership Style. That means power and authority can be delegated or delegated to entrusted subordinates.

III. Research of Methodology

3.1 Research Method

The research method used in this research is descriptive method with a qualitative approach. According to Irawan, (2004: 60), descriptive method is research that aims to describe or explain things as they are. Sugiyono, (2009: 29), descriptive method is a method that serves to describe or give an overview of the object under study through data or samples that have been collected as is. This research is one way to describe or describe the facts or facts that exist regarding the implementation of leadership education training III in National Institution Public Administration of Timor-Leste.

3.2. Data Collection Techniques and Procedures.

The techniques and procedures for collecting data in this study are estimated by using interview techniques and the existing document documentation / documentation studies according to the research problem.

3.3. Data analysis technique

Sugiyono (2012: 244) says that data analysis techniques are a process of systematically searching for and compiling data obtained from interviews, field notes, documentation studies by organizing data into categories, describing into units, synthesizing, compiling into in the pattern, choose and make conclusions so that they are easily understood by themselves and others.

IV. Result of Research.

The results of the research and discussion are based on the problems studied as follows:

4.1. Connected evaluation.

Based on the results of interviews and documentation studies, it shows that, in general there has been a Government Regulation 38 of 2012 concerning Training and Civil Servants Development / Apparatus, but specifically there are no technical provisions or implementing provisions that specifically regulate Leadership Training and Middle Level Leadership Education Training III. In general, it is clear that the objectives of the Training and Development of Civil Servants / Apparatus are to: 1) Improve the quality of services; 2) Improve the quality of management and leadership; 3) Promote and continually improve employee attitudes and behavior; 4) Support organizational reform and change; and 5) Allows employees to carry out their functions and duties more responsibly.

4.2. Input evaluation.

Based on the results of interviews and documentation studies, it shows that, the number of lecturers is still limited / inadequate in quantity, because there are only 23 people. While the quality can be said to be appropriate and adequate, because all 23 lecturers for leadership education training III, all have S2 education and have / have taken TOT, both TOT content and TOT methods. While the leadership education training III curriculum already exists, because it was completed in 2016. However the leadership education training III Module does not yet exist, because it is still in the preparation process or is still in the process of improvement through National Institution Public Administration of Timor-Leste collaboration with LAN-Jakarta, Indonesia.

While regarding Infrastructure, such as: 1) Classrooms are still limited in number only have three (3) positive classrooms, 2) Chair counters are inadequate, 3) Dormitory and facilities, both dormitory and facilities are no longer in proper condition, library space very small / narrow, the reading area is limited, the collection of books is still old books, there is no internet-Wifi and the education and training budget is limited ...

4.3. Process evaluation.

Based on the results of interviews and documentation studies, it shows that, the learning method used by the Lecturers on leadership education training III is the andragogy method which is a learning method for adults. While for obedience and adherence to the education training schedule and on time learning. in leadership education training III has been going well, meaning that it is always on schedule and on time. While regarding the availability and use of facilities / learning media to support the learning process in the classroom it is available and used well but not maximally, because on the one hand facilities / media are still limited while on the other hand there is an increase / increase in the volume / frequency of education training in the districts and municipalities, so that it sometimes inhibits the learning process in the classroom.

4.4. Results evaluation.

Based on the results of interviews and documentation studies, it shows that, the learning outcomes that have been / have been obtained by leadership education training III participants, are sufficient enough and the positive impacts (outcomes) that have contributed to the organization / institution are good enough. promotion for leadership education training III participants, there are some participants who have / have received career development / promotion, but there are some participants who have not received career development / promotion to date.

V. Closing

Based on the results of the research and discussion it can be concluded that:

1. Context-Context Aspects.

The East Timorese government through the Ministry has the authority and the State Personnel Commission, has not formulated technical regulations or implementing regulations such as (Diploma Ministerial o Decision of President Commission Personnel State Ministerial Decree or Decree of the Head of the State Civil Service Commission specifically on Education Training Middle Level Leadership and Training of Education III referred to.

2. Input-Input Aspects.

National Institution Public Administration of Timor-Leste through collaboration with Institution Public Administration-Jakarta to date, has not completed the process of compiling or improving the leadership education training III Module (Head of Education Training Module). This situation and situation can influence and can even lead to the process of implementing National Institution Public Administration work programs, especially regarding the implementation of the leadership education training III program in the future;

3. Process-Process Aspects.

National Institution Public Administration has implemented various types of Training including leadership education training III. However, the implementation of learning facilities / media in the class is still limited / inadequate, if there are additional frequency / volume of Education and Training, it will obviously affect the learning process in the class, because on the one hand the number of learning facilities / media is still limited / inadequate while on the other Training frequency / volume to district and municipalities.

4. Product-Product Aspects.

Implementation of leadership education training III program, with the aim is to improve the quality of managerial competencies and abilities and leadership of leaders and the goal is to be given to participants who have / have or who will / prospective occupies the position of chief department or Head of Field. will / candidate occupy the position of chief department or Head of Field, until now his career has never been developed or has never been promoted to the position of chief department or Head of Division.

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