Tyler's Goal-Oriented Approach For The Evaluation Of Leadership Training Implementation

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Abstract.
The objective of this study is to evaluate a leadership training program by Tyler's goal-oriented theory. Tyler's evaluation is a process to decide whether realization the goal or not. This study was conducted to implement leadership training at Level III (for echelon III or administrator) of government employees held by the human resources development agency of Jakarta in 2005-2008. The data was analyzed by using qualitative analyses. The results found that implementation of leadership training at Level III organized by the Human Resource Development Agency (BPSDM) runs effectively based on its stipulation in Perla No.19/2015. The improvement of visionary leadership competence found that almost all participants who become the sample of this study do project change evaluation with the middle period milestone. Tyler's approach matches leadership-training implementation. Due to applying this approach, the strengths and weaknesses could be seen, starting from the participants, interviewees, curriculum, and evaluation.

Keywords: Education, evaluation program, goal-oriented.

I.   INTRODUCTION

Human resources are the most important asset in a corporate organization. It means that there is a company obligation to maintain and even improve its quality. Human Resource Management is the most important part of running HR functions in a company. One of its roles is to maintain and improve the quality of human resources. One of the efforts made is providing training, one which considered very effective in improving the quality of human resources is Leadership Training. Through this training, it is hoped that all HR can run their functions to lead and run management principles in the company. All companies need to run leadership training, both service and manufacturing companies, government and private companies. The most common problem is a belief related to leadership training that it is only carried out in private entities but not for the government. In fact, this becomes a bias when human resources in government want to improve their quality. There must be a change in mindset related to improving the quality of human resources in government, even though those have been regulated in law and are also regulated in applicable policies. The government has established the Human Resource Development Agency (HRDA) to carry out this activity. It should have been appropriately implemented.The government provides leadership training to government employees to develop their tactical leadership competencies. The leadership training consists of Level I (leadership training for senior or highest level of leader), Level II (leadership training for the first level of leader), Level III (leadership training for echelon II), Level III (leadership training for administrator) and Level IV (leadership training for supervisor). Leadership training at Level III with a new pattern was carried out by Human Resource Development Agency (BPSDM) DKI Jakarta as part of managerial competence development implementation for civil servants in DKI Jakarta province government surroundings.

It is one of the structural training to develop managerial competence required for civil servants echelon III (administrator). This study aims to improve officials' leadership competence in roles in duty and governmental functions in each institution. The competencies are visioner leadership competence, a collaboration competence with strategic stakeholders to handle strategic national issues and lead the

improvement of institutions through vision determination or right policy direction. Fauzan (2016) stated that a visioner leader is a leader who can create, formulate, communicate, socialize, transform and implement ideal opinions that come from himself or as a reaction to social interaction between organization members that believe as organization's goals in the future that should be achieved through personnel committees' commitments. Therefore, this study focuses on the effectiveness and suitability of the Level III leadership training carried out by the Human Resources Development Agency of DKI Jakarta province. It is an implementation following the objectives of the education and training program as stipulated in the Regulation of the Head of the State Administration Agency No.19 /2015 concerning Guidelines for Implementing Level III Leadership Training. The sub-focus of this research can be seen from: First, the implementation of the new pattern of leadership training. The implementation consists of: (a) participation, (b) teaching staff, supervisors, and administrators, (c) facilities and infrastructure (d) curriculum, (e) ability (performance) of teaching staff, and (f) graduation of training participants. Second, increase the participants' leadership competence.The purpose of this study is to evaluate leadership training by using Tyler's goal-oriented approach. The result of this study can be used as a basis for making decisions, policy or human resource development.

II.   LITERATURE REVIEW
Evaluation

Evaluation is an activity to measure the level of success of a program. Fitzpatrick et al. (2004) define evaluation as "identification, clarification, and application of defensible criteria" ... "then emphasizes using those criteria to judge the merit or worth of a product." Meanwhile, Gronlund (cited in Djaali & Mulyono, 2008) says that evaluation is carried out to assess the extent of a program's success rate. This evaluation means systematic gathering and careful observation of information about program outcomes to make judgments, increase the program's effectiveness, and provide information about future program decisions. Evaluation is a unit activity that aims to collect information/data about the realization of policy implementation, which is sustainable in an organization that involves several individuals in decision-making (Ananda & Rafida, 2017). Thus, it can be concluded that evaluation is an activity of measuring or assessing the activities that have been carried out to determine the extent to which the effectiveness of activity through data and information collection is then processed to obtain results as corrective actions in the future.

Evaluation of Variation Program Models.

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

Human Resources Development Concept

Development is an effort to improve something to be better. HR development is a process carried out to develop workers' knowledge, skills, and abilities and competencies developed through training and development, organizational learning, leadership management, and knowledge management for performance improvement (Rowley & Jackson, 2012). In line with the above opinion, Noe et al. (2010) give the meaning of development as "The acquisition of knowledge, skills, and behaviors that improve an employee's ability to meet the change in job requirements and client and customer demand." This means that development is the acquisition of knowledge, skills, and behaviors that enhance the ability of employees to meet changing job requirements and client and customer demands. Furthermore, Rouda and Kusy (1995) state that there is a

relationship between HR development and HR management as 1) various activities to organize the learning process that is managed for performance improvement and personal growth to improve work, individuals and organizations, 2) various fields of training and development, development career, and organizational development.

Leadership Training Level III Program

Education and training are carried out to improve human resources quality based on what the job needs. Dessler (2015) states that training is also a process to teach new employees or current employees the basic skills to do their jobs. Several factors affect education and training management, namely: 1) Organizers, 2) Instructors, 3) Participants, 4) Planning for training needs, 5) Curriculum, 6) Facilities and Infrastructure, and 7) Financing (Siregar, 2018). Regarding the implementation of this Level III leadership training, it is explained in Table 1.

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

Steps	Agenda/leadership eyes	Leadership competence
Diagnose the needs of organizational changes	Innovation agenda: innovation concept, self-management innovation, integrity, changes diagnose program: strategic issues, diagnostic reading. changes project program: changes projects concept, coaching.	a. Becoming role model for subordinates and other stakeholders in integrity, nationalism, public ethics standard, values, norms, morality and responsiveness based on statutory regulation;
Build commitment together	Changes project agenda: coaching, mentoring, and counseling.	b. Committing internal and external collaboration in managing organization's duty toward goals achievement
Design changes and team building	Innovation agenda: innovation strategy, corporate culture in leadership effectivity, benchmarking to the best practice, practical team agenda, effective team building, networking, changes project agenda: design changes project, present changes project design and implement change project.	c. Innovating based on their job desk to determine policy direction to be more effective and efficient; and
Laboratory leadership	Change project agenda: supervising: coaching and mentoring and counseling.	d. Optimizing all human resources potential in achieving policy;
Step V Evaluation	Change project agenda: supervising, leadership laboratory evaluation, participants' leadership evaluation.	

Source: PerkaLAN (2015)

Competence.

Competence is an individual capability that can be intertwined with an improvable performance by a person or team. Wibowo (2007) argues that competence is the ability to do or perform a job or task based on skills and knowledge and supported by the work attitude demanded by the job. Competence is a character that underlies a person related to the effectiveness of individual performance in their work or basic characters of individuals who have a causal relationship or as a cause-and-effect performance that is used as a reference, effective or prime or superior performance at work or in certain situations (Moeheriono, 2009). Competence is a statement of what a person must do in the workplace to show his knowledge, skills, and attitude according to the required standards (Mauliana et al., 2015).

Visionary Leadership

Leadership is the ability of an individual or group to influence and guide followers of an organization. This includes developing and communicating the future vision and mission of the organization, motivating and getting workforce involvement. Visionary leadership is a leader who has and is always oriented toward the future, what he wants to achieve in the future from the reality being faced. When a

visionary leader applies his style to its members, he creates, formulates, communicates, and implements ideal thoughts that come from him or as a result of social interaction between organizational members and stakeholders who are believed to be the future role models for the organization that must be achieved and realized through the commitment of all personnel (Siswanti & Rahmawati, 2014).

Performance

Sudarmanto (2009) stated that performance is a means of attitudes related to organization goals or organization in the workplace unit. Thus, performance becomes an attitude that has been owned in working. Likewise, Luthans (2012), adopting a behavioral approach, states "performance is the quantity or quality of something produced or services provided by someone who does the job." Referring to these limits, it can be stated that performance is the result, both quantity, and quality, achieved by a person in carrying out the tasks for which he is responsible.

Goal-Based Oriented Approach

The evaluation model is a pattern or guideline of the evaluation process that has been created by an expert and has already been commonly used in scientific activities. The evaluation model is usually named by the founder of the stage in which it was created. As explained above, there are various kinds of evaluation models put forward by experts. However, for this study, the researcher felt that the appropriate evaluation model for evaluating the Level III leadership training program was developed by Ralph W. Tyler, the Goal-Based Evaluation Model. In further explanation, this objective-based evaluation model generally measures whether the objectives set by a policy, program, or project can be achieved or not. This model focuses on gathering information that aims to measure the achievement of policy, program, and project objectives for accountability and decision-making (Wirawan, 2012). Furthermore, Anh (2018) states that "the nature of Tyler's objective model is that evaluates the degree to which an instructional program's goals or objectives were achieved", which explains that the Tyler model is used to evaluate the extent of program goals or objectives. A program must clearly define or formulate specific goals to measure the progress and effectiveness of its innovation (Ananda & Rafida, 2017). Therefore, the steps for a goal-based evaluation approach (Goals-Oriented Evaluation) are as follows: 1) clearly formulating goals, 2) classifying objectives, 3) formulating goals in terms of measurable behavior, 4) determining when goal achievement can be demonstrated, 5) choosing and developing the proper measurement method, 6) collecting information or data, and, 7) analyzing data or information of achievement on the objectives outlined in character being assessed (Novalinda et al., 2020).

III.   METHODS

Research Location and Time

This research methodology was qualitative research, which was conducted at the DKI Jakarta Provincial Human Resources Development Agency. In addition, this research will also make observations as to the alumni's work unit at the Level III Leadership Training and Education and Training Center during the change project. The implementation of leadership training was held on 2014 – 2019. The sample in this study was the leadership training alumni scattered in various regional government work units (SKPD) in the Jakarta Province who participated in training in 2015-2018. This research consist of 7 steps to determine the evaluation program such as 1. Determine or set activity goals, 2. Classify goals / objectives, 3. Affirm goals into behavioral forms, 4. Find situations that support achievement, 5. Choose techniques measurement (interviews, observations, questionnaires), 6. Collect data on work results, 7. Compare data on work results with the objectives of the activities set.

Research Approach

The goal-oriented evaluation model (goal-oriented) is applied using the type of evaluation based on the object, namely the type of program evaluation. Wirawan (2012) explained that program evaluation is a systematic method for collecting, analyzing, and using the information to answer basic questions about the program. Thus, this study will use the steps with Tyler's goal-oriented evaluation model in evaluating the Level III Leadership Training program organized by the DKI Jakarta Provincial Human Resources

Development Agency, which refers to the purpose of organizing the Level III leadership training that has been set by the State Administration Agency (LAN) RI.

Research Instruments

The validity (p>0.05) and reliability (Cronbach α = 0.90) of this instrument have been done by using SPSS ver 20. In implementing the steps or stages of evaluating based on Tyler's goal-oriented approach, there are two important components, namely those related to design program activities (stages one to three) and those that are directly related to program activities in the program evaluation stage (fourth stage and beyond) (Novalinda et al., 2020). Therefore, researchers can describe the research instrument as follows:

Input Instrument.

Input instruments aim to analyze the implementation of Level III leadership training. Table 2 explains the success criteria.

Table 2. Criteria of level III leadership implementation success

Evaluation components	Evaluated aspects	Indicators	Criteria of success
Implementation of level III leadership training organizing	Participants	Participants' requirements	The availability of participants who fulfill the requirements based on Perks LAN No.19/2015
	Mentors, trainers, professional experts, practitioners, and other sources)	Mentors' requirements	The availability of mentors from *Widyaiswara* /professional expert, practitioner, and other sources based on Perla LAN 19/2015.
	Organizer team	Manager and organizer requirements	The availability of a leadership manager and organizer that matches Perks LAN19/2015
	Facilities and infrastructure	Facilities and infrastructure completeness	The availability of facilities and infrastructure based on Perka LAN 15/2019
	Curriculum	Material and schedule	The suitability between leadership organizer and the steps listed in Perka LAN 19/2015

Evaluated Aspects.

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

Output Instruments.

The output instrument aims to analyze the improvement of the participants' visionary leadership competence, which consists of innovation and alumni change. The output component is measured through the results of interviews with alumni and alumni participants directly. Therefore, the instrument used was an interview guide. The criterion of successful innovation and change components is the occurrence of changes in implementing a sustainable change project. The success indicators can be seen in Table 3 below.

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

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

Data Collecting Method

Interview, direct observation, and documentation were used as collecting data methods. The data was analyzed using qualitative analyses by Miles and Huberman, consisting of reduction, display, and data verification to conclude a conclusion. Data analysis of this study was qualitative by scoring all the implementation of leadership training based on the theory above. In this study, the data collecting was used to gather information to alumni of Level III leadership training participants, whether the change projects they designed at medium and long-term milestones were running as a form of implementing sustainable change.

IV. RESULTS AND DISCUSSION
Results
The Implementation of Leadership Training

The indicator of the implementation of training and education with participant components is the availability of participants following the requirements stipulated in Guideline Number 19 of 2015, namely:
   a)   Through documents, participants should have the potential to survive
   b)   Through documents, participants should have competence.
   c)   Participants should have official grade/level minimal grade I (III/d)
   d)   Through the available data, such as ETS TOEIC (425), TOEFL (35) (IELTS (4,5), LAN ECSCS (75), participants must be able to speak in English.
   e)   Succeeded in participants' team selection of institution training.
   f)   Assigned by the leader, proved by letter of assignment.
      Source's components are:
   a)   Having a teaching competence certificate at level III leadership training.
   b)   Qualified in class management
   c)   Being able to master the substantial leadership training
   d)   Having the ability to equip participants with the competence needed.
   e)   Motivate participants through counseling during implementing breakthroughs I and II
   f)   Having the ability to equip the participants with the competence needed during breakthrough I and breakthrough II
   g)   Motivate participants through counseling during breakthroughs I and II

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

For the curriculum component, overall, the material received by participants is following the schedule set by Perka LAN No. 19/2015; however, in the fifth stage, namely the evaluation stage, each participant must implement a change project in accordance with the program related to tasks and functions based on milestones (medium and long Term) accompanied by evidence in the form of written/audio/visual minute /transcripts, photos, attendance lists, etc., and evaluated and disseminated to other participants. Therefore, those 13 forces implemented by Human Resource Development Agency (BPSDM) DKI Jakarta Province from 2015-2018 were not implemented totally. This needs further study to find out what causes it until the post-implementation evaluation stage of the leadership laboratory stage, because, when it is confirmed to the organizers of the implementation of the curriculum, it follows the implementation carried out in the State Administration Institute and also other education and training institutions that organize training and education. Thus, it can be concluded that the implementation of the Level III education and training program carried out by BPSDM is effective following the provisions of Level III Leadership Training Guidelines set out in Perkalan No. 19 of 2015. Furthermore, in the curriculum, there are learning stages that are not carried out in the implementation, namely evaluating the implementation of medium and long-term changes. This will be a separate study in future research.

The Improvement of Participants' Visionary Leadership Competence

The change innovation component has indicators of implementation in medium and long-term change projects and sustainable changes. The findings in the field of most change projects are still running in accordance with the ideas in the change project. Still, for the changes many of them do not follow the short- and medium-term milestones. However, some participants continue their innovations and changes. The following is an explanation according to the success criteria:Changes occur in accordance with medium-term milestones. At this stage, almost all participants have implemented it following the mid-term target milestone, only most of the participants were unable to continue because there were obstacles to transfer from their assignment at the time of training so that they could not continue the changes according to what had been determined because there was no authority. Even though it received support from mentors and all advice, including stakeholders and an effective team, because it was considered that the change project was a task during the training, it had a very significant effect on the sustainability of the participant change project. Moreover, if the mentor or direct supervisor who has provided support is also transferred, the innovations that have been implemented in the short term will not last until the next term.Changes occur following long-term milestones. However, at this stage, only a small proportion of them continue their long-term change project innovation. Due to obstacles, there is no funding support and no time to continue it because of busy routines.

Plus, the problems faced during the medium-term implementation.Regarding the occurrence of post-long-term changes (continuous improvement), at this stage, there are a small number of people who carry out changes even though they do not follow the stages following the milestones that have been set. Still, the ideas of change that have been initiated in the short term continue by carrying out various developments. This happens because change innovation is very much needed and becomes a booster for work unit performance. This is also based on the findings because the participants and mentors are still in the same position so that consistent change innovation can be implemented.Thus, it can be concluded that almost all of the participants sampled in this study carried out the implementation of change projects following medium-term milestones. However, a small proportion of participants, implemented long-term change project implementation, and a small proportion were also participants who consistently implemented changes in their institutions according to their ideas at the beginning of the training, although not following the milestones set in the project design changes.

Discussion

Several relevant studies examine the evaluation of leadership training, but what distinguishes this research is the evaluation model used. Tulung (2014) researched the implementation of Leadership Training Level IV held at the Manado Religious Education and Training Center using the CIPP Model (Context, Input, Process, Product). Basir (2013) researched the implementation of Leadership Training Level IV held at the Makassar Religious Education and Training Center using the Kirkpatrick model. Kirkpatrick's model is a useful tool for evaluating training outcomes and presents a 4-level model to evaluate training, comprising reaction (1), learning (2), behavior (3), and results (4). However, Ralph Winfred Tyler's goal-oriented approach was designed to describe the achievement of a program's objective. It applies the gap between expectations and objects that focus on the specific goals and how the program's results are achieved. Muslihin's (2016) research on the implementation of leadership training Level IV was evaluated using the qualitative-descriptive evaluation method. The results were seen from four (f4) aspects, namely 1) reaction evaluation, namely the assessment made by training participants as a reaction to the implementation of the training based on what was felt when attending the training; 2) learning evaluation, namely measuring the increase in knowledge, attitudes, and skills obtained as a result of training; 3) evaluation of behavior; and, 4) evaluation of results.

From the three studies that have been described above, there are similarities to the program evaluation conducted by researchers, namely both researching the evaluation of a leadership training program, with elements in it which include the implementation of leadership training with aspects of membership, infrastructure, teaching staff, the evaluation of education and training results and finally the impact of post-training. In addition to the similarities, there are differences between the four research results

above and those carried out by researchers in addition to the similarities. The difference between the research by Basir (2013), Tulung (2014), and Muslihin (2016) with this research is very specific, namely, the researcher conducted research on the improvement aspects of the change project carried out after following the training as set out in the milestone when designing the change project and which has determined the medium-term and long-term changes that will be made, which will later be compared with the planning and evaluation of training participants. Because change or good improvement is a change toward continuous improvement. In addition, as the research model is also different from previous results by the other researcher, the research instruments will also be different. The results of the research are also not much different from previous studies, that, in general, the input goes according to what has been determined by Perka LAN No. 19/2015, only in Muslihin's research (2016) there are still organizers who have not participated in TOC and MOT.

V.   CONCLUSION

The implementation of leadership training at Level III organized by the Human Resource Development Agency (BPSDM) runs effectively based on its stipulation in Perla No.19/2015. However, there are unfinished steps in the curriculum, such as evaluation of change the middle and long term. The improvement of visionary leadership competence found that almost all participants who were the sample of this study do project change evaluation with the middle period milestone. A small number of them were implementing the change project over a long period, and the others were consistent in doing change in their institution following preview when they joined the leadership training, even though it was not corresponding to the milestone that has been stipulated in the change project. Tyler 's goal-oriented approach is absolutely correct in implementing leadership training. This approach will show the strengths and weaknesses, whether from the participants, sources, curriculum, or evaluation implementation. It suggested evaluating the effectiveness of curriculum implementation of leadership training to get the best decision of development program.

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