

Evaluation Implementation of Training and Development Policy for Widyaiswara (Case Study on ASN Employees (Apparatus Civil Servants) of Ministry of Village, Development of Disadvantaged Regions, and Transmigration Training and Development Center)

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Abstract: This research is aimed to evaluate the execution of the directions and the policies for training and development of Trainers at Training and Development Center of ASN employees (Apparatus Civil Servants) Ministry of Village, Development of Disadvantaged Regions, and Transmigration. The evaluation provides recommendation to relevant stakeholders to improve the effectiveness, efficiency, and accountability of Trainers in particular and Government Employees in general. This is an evaluative research using CIPP (Context, Input, Process, and Product) evaluation model by Daniel Stufflebeam. The data was collected through triangulation of literature research, questionnaires, in-depth interviews, along with focus group discussions, which was then analyzed using qualitative data analysis technique by defining the execution attributes and comparing them to the evaluation criteria as set by the standard. The outcome suggests revisiting the execution attributes as they were no longer relevant to the assignments, functions, responsibilities, and challenges faced by Widyaiswara nowadays. The input evaluation shows that several points have already met the standards, but some have not. Likewise, the process components, e.g. execution in the classroom, accommodation, and catering were still below the standard. Therefore, it is recommended to improve the quality and quantity of these attributes to achieve the training center standard/accreditation, on both the training and the people (Widyawara).

Keywords: Training and Development Trainers, CIPP Model.

INTRODUCTION

To accelerate the implementation of good governance, bureaucracy reformation throughout the entire ministry and the local government needs to be done. Therefore, the President of the Republic of Indonesia established the grand design of Bureacracy Reformation 2010-2025 by releasing the President Mandate No.81/2010 on December 21st 2010. The operational execution is laid out on the roadmap set by the Ministry of National Asset Utilization and Bureacracy Reformation. The roadmap relevant to the asset resource management as inscribed within the National Mid-Term Development Plan (NMTDP) No.3 2015-2019 is aimed for SMART Civil Servants (SMART CS), while the roadmap stated on NMTDP No.4 2020-2025 aimed for Human Capital and World-Class Bureacracy, where the latter being clean, competent, service-oriented, and professional. As the level of the civil servants' professionalism improved, the quality of the execution of public service, the level of the national competitive advantage, the continuous economic growth, and eventually the nationwide prosperity, are all expected to be improved as well.

In addition, the Constitution No.5/2014 sub. A with regard to civil servants stating that to execute the nation objective as stated within the Base of Constitution 1945, it is paramount to develop civil servants that have total integrity, professionalism, neutrality, and are free from political intervention, corruption, colution, and nepotism, and are also able to execute public service while playing important role to unite the nation by following Pancasila and the Base of Constitution 1945. Various efforts have been done to support this objective. One of them is the training and development of these civil servants.

The effectiveness of achieving the objective of the training and development of the civil servants is determined by numerous factors such as the curriculum fit to the civil servants, or in this case, the trainees' needs, the tool and equipment availability, the physical and psychological ambiance/environment, and the quality of the Widyaiswara (the lecturers). Widyaiswara is the group of staff whose roles and responsibilities are to execute various activities such as teaching, training, and developing the civil servants, and to evaluate the

training and development execution in general within the government training and development center. Therefore, the Center of Training and Development (CTD) of the National Bureau of Administration of the Republic of Indonesia (NBARI), that is actually responsible for the training and development of Widyaiswara, plays crucial role to support the SMART CS 2019 vision by aiming for SMART Widyaiswara 2018. Main characteristics of SMART CS are having global mindset, mastering IT/Digital and foreign languages, along with having strong networking ability. According to the NBARI Regulation No.5/2008, a proficient Widyaiswara must have mastery in at least four areas of competencies such as learning management, personality management, social skills, and training materials knowledgeability/expertise.

CTD CS who has a role to implement the training to around 2000 central civil servants at the Ministry of Village, Remote Areas, and Transmigration Management (MVRAM) and local civil servants that support the execution of ministry's policies/directions, comprises of 17 Widyaiswara that have not possessed the aforementioned criteria just yet. The efforts that have been done to help them to become SMART Widyaiswara meeting the expectation of the above qualifications are all conducted through intensive training and development programs. All that said, the focus of this research is the Evaluation of the Implementation of the Policies/Directions of the Training and Development for the Widyaiswara, within the scope of MVRAM.

Problem Statement

The problem statement of this research is as follows:

- Have the policies/directions of the training and development of the Widyaiswara met the evaluation criteria?
- Have the planning of the training and development of the Widyaiswara met the evaluation criteria?
- Have the execution/implementation of the training and development of the Widyaiswara met the evaluation criteria?
- Are the policies/directions of the training and development of the Widyaiswara suitable to Widyaiswara's needs?

LITERATURE REVIEW

The Concept of Evaluation of Policies /Directions

These days, evaluation concept has broader meaning. It is not only simply an evaluation toward the result of learning, but it is also the evaluation toward anything else. The experts formulated the concept of evaluation on different subjects, objectives, criteria, and methods. One of these experts, Ralph Tyler, defined it as "a process to determine to where and/or what extent the education/learning objectives can be achieved". Another ones, Cronbach, Stufflebeam, and Alkin, stated that it "provides information that help the decision

makers". Malcolm and Provus defined it as "the difference within a certain standard to identify gap(s), if any". Scriven, Glas and Stufflebeam defined it as "judgment of certain advantage or benefit". Evaluation standard committee defined it as "systematic or regulated research about certain subjects' benefits [¹].

Based on these definitions, it can be further concluded that evaluation can be further defined as "systematic or regulated research process about the benefits or the use of certain subjects to determine to what extent these objectives can be achieved, that can be used to identify gaps within certain standards, and as information tool for the decision makers". Additionally, according to Worten, Blaind, James, and Sander, formal evaluation plays important role in education. Such role includes 1) as a base for decision making, 2) as a tool to evaluate the learning that has been achieved by trainees, 3) as a tool to evaluate the curriculum, 4) to provide trust to the school, 5) to monitor the fund/grant, 6) to enhance/improve the material and education programs [²].

Likewise, experts also provide different definition for public policies. According to Thomas Dye, public policy is what the government do, why they do it, and what difference it makes.³ The effectiveness of the implementation of public policies that has been set by the government and law enforcement, in both private and public sectors, also needs to be evaluated.

Dunn stated that there are three steps of evaluation of policies/directions. These steps are 1) initial evaluation that lasts from the policy formulation process up until just before the valuation, 2) evaluation throughout the execution and monitoring, 3) final evaluation that is done after the evaluation has been conducted. The evaluation is done as not all public policy programs able to achieve the objectives or what they are aimed for. This research is limited to the second phase. Furthermore, Dunn also stated that "the information acquired from the valuation is the values that are relevant to 1) effectiveness, 2) efficiency, 3) sufficiency, 4) equity, 5) responsiveness, and 6) accuracy".

The Concept of Human Resource Training and Development

Definition of Training and Development

One of the most important parts of Human Resource Management (HRM) is training and development. HRM is aimed to build highly competent employees by helping them to master the necessary

¹ Farida Yusuf Toyibnapi, *Program and Instrument Evaluation* (Jakarta: Rineka, 2008), p. 3-8.

² *Ibid.*, p.2.

³ Thomas Dye, *Understanding Public Policy*, (New Jersey: Prentice Hall, 2007), p.2.

skillsets. According to Raymond A. Noe, training refers to “the planned effort by a company to facilitate employees’ learning of job-related competencies[⁴].” Amstrong and Stephen stated that training is “the systematic application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily [⁵].” Based on these definitions, it can be further concluded that training is “a systematic effort to improve specific competencies, knowledge, skillsets, attitude, and behavior of the employees to meet the standards of their job requirements.”

On the other hand, Noe stated that development refers to “the formal education, job experiences, relationships, and assessments of personality, and abilities that help employees prepare for the future[⁶]” Noe, Hollenbeck, Gerhart and Wright further defined employee development as “the combination of formal education, job experiences, relationship, and assessment of personality and abilities to help employees prepare for the future of their careers[⁷].” All in all, it can be concluded that development, in this case, the development of Widyaiswara, is a number of efforts to combine the formal education, professional development, utilization of employees to be aligned with the role, and the competencies needed to improve their work effectiveness to prepare them to face the future career challenges.

The Base of the Policies/Directions of Training and Development

The base of the policies/directions of the training and development of Widyaiswara is scribed on the regulations set by the constitution, the ministries, and the head of NBARI. The constitution No.5/2014 with regard to civil servants article 21 stated that civil servants deserve to get the opportunities to develop their competencies. Furthermore, the government regulation No.11 with regard to civil servant management article 203 clause 1 stated that the competencies development is the effort to meet the standard requirements of the jobs. This regulation is further enforced by clause 2, 3, and 4 that clarify that

each civil servants has the right and opportunity to be educated for at least twenty hours of learning annually.

Meanwhile, the policies/directions that apply to Widyaiswara specifically are scribed on the ministry’s regulation No.22/2014 with regard to the functional role and credit scores of Widyaiswara, and furthermore on article No.31 about the competencies development. Another regulation enforcing this is the common regulation released by the Head of NBARI and the Head of Bureau of Labor Affairs of the Republic of Indonesia (BLARI) with regard to the guidance of the execution of the functional functional role and credit scores of Widyaiswara No.1 and 8/2015 and the regulation released by NBARI No.26/2015 that states the credit score evaluation of the functional role of Widyaiswara, including the training and development of Widyaiswara.

The NBARI regulation that regulates the training is the regulation No.9/2005 that had been replaced then by No.14/2017. In addition to the aforementioned policies, the Head of NBARI, specifically released the regulations around the competencies standard of the Widyaiswara role is the regulation No.5/2008, such regulation has since become the base of the training policy. NBARI regulations No.9/2008 also stated the regulations about scientific paper written by Widyaiswara. Regulation No.4/2017 added more details on scientific oration. The base of the training and development execution is inscribed on regulation No.25/2015 about the guidance of the government training and development centers. Based on these literature reviews, along with the concepts and the principles of the employees training and development, the evaluation criteria of the policies/directions is therefore formed and becoming the base of this research.

Evaluation Criteria

Stake stated that evaluation criteria are the baseline in providing judgment and to make decision. Congruent analysis is done to create comparison among the evaluation criteria and pairing them with the result of the research, and to see the conformity between the empirical data from the research findings and the evaluation objectives. The criteria setting in general refers to Dunn’s concept that applies six types of criteria/indicators or evaluation standards, i.e. effectiveness, efficiency, sufficiency, equity, responsiveness, and accuracy. This research is therefore applying the following evaluation criteria:

⁴ Noe RA, Hollenbeck, Gerhart and Wright, *Human Resource Management: Achieving Competitive Advantage* (Jakarta: Penerbit Salemba Empat, 2010), p.351

⁵ Michael Amstrong and Stephen Taylor. *Amstrong’s Handbook of Human Resource Management Practice*. (London United Kingdom: Kogan Paged, 2014), p.284.

⁶ Noe. Raymond A. et al, *Human Resource Management: Achieving Competitive Advantage* (Jakarta: Penerbit Salemba Empat, 2010)

⁷ Noe, Hollenbeck, Gerhart and Wright, *Fundamental of Human Resource Management*. (New York: McGraw-Hill: 2011). p. 259

Table-1: The Evaluation Criteria of the Implementation of the Policies/Directions of the Training and Development of Widyaiswara at the CTD CS of MVRAM – Context Components

Components		Factors	Evaluation Criteria	
C O N T E X T	The Base of Training of Widyaiswara	Policies/Directions toward the Competencies	C1	Policy/direction toward the learning competency
			C2	Policy/direction toward the personality competency
			C3	Policy/direction toward the social competency
			C4	Policy/direction toward the substantial competency
		Policies/Directions to Meet the Requirements	C5	Policy/direction to meet job promotion requirements
			C6	Policy/direction to meet job specialization requirements (certifications training)
	The Base of Development of Widyaiswara	Policies/Directions of Formal Education	C7	Policy/direction of minimum requirements of formal education for Widyaiswara
		Policies/Directions of Professional Development	C8	Policy/direction of scientific writing
			C9	Innovation and/or invention of certain patents
			C10	Creation of certain guidelines
	Policies/Directions of Utilization of Widyaiswara	C11	Policy/direction of utilization within the execution of training and development	
		C12	Policy/direction of utilization within the evaluation of training and development	
		C13	Policy/direction of utilization within the development of training and development	
	Policies/Directions of Building the Network	C14	Policy/direction to build network within the internal institutions	
		C15	Policy/direction to build network toward external institutions	

Table-2: The Evaluation Criteria of the Implementation of the Policies/Directions of the Training and Development of Widyaiswara at the CTD CS of MVRAM – Input Components

Components		Factors	Evaluation Criteria	
I N P U T	Policies/Directions on Training Planning	Determining the Types of Training	I ₁	Substantial technical (specialization) training and development program
			I ₂	Functional training and development program
			I ₃	Personality and sociocultural training and development
		Determining the Trainees	I ₄	Competency gap clarity
			I ₅	Fit between the trainee specialization and the training and development subject
	Training and Development Curriculum	Substantial technical training and development curriculum	I ₆	Curriculum is designed based on the training and development need/gap analysis
			I ₇	Curriculum fit to the job requirement
			I ₈	Curriculum fit to the individual needs
			I ₉	Curriculum objective fit to the time allocation
		Functional and socio-cultural training and development curriculum	I ₁₀	Curriculum is designed based on the training and development need/gap analysis
			I ₁₁	Curriculum fit to the job requirement
			I ₁₂	Curriculum fit to the individual needs
	Training and Development Collateral	Training and Development Handouts	I ₁₃	Curriculum objective fit to the time allocation
			I ₁₄	Handouts refer to NBARI regulation No.5/2008
			I ₁₅	Handouts fit with Modul according to General Curricular Objectives and Special Curricular Objectives
			I ₁₆	Usage of easy-to-digest language
		Training and Development Guidance Textbook	I ₁₇	Attractive illustration
			I ₁₈	Speaker objective fit to the time allocation
			I ₁₉	Guidance for organizing training and development
	Training and	Training and	I ₂₀	Guidance for the trainees
			I ₂₁	Tools and equipment fit to the standard

	Development Budget and Facilities	Development Tools/Equipment	I ₂₂	Sufficient amount of tools and equipment
		Training and Development Facility	I ₂₃	Facility fit to the standard
			I ₂₄	Availability fit to the standard
		Budget	I ₂₅	Availability fit to the number of trainees per year
	I ₂₆		Budget fit to the Budget in accordance with Ministry of Finance Standard Fee	
	Trainer resource	Widyaiswara	I ₂₇	Widyaiswara selected based on their specializations/expertise
			I ₂₈	Widyaiswara fit to the competencies
			I ₂₉	Certified widyaiswara selected
		Training and development (T & D) organizer	I ₃₀	Training and development organizer is Management Of Training (MOT) certified Management Training Manager
	I ₃₁		Training and development organizer is certified Training organizer	
	Widyaiswara Development	Formal education, profession development, network building and utilization	I ₃₂	Budgeting
			I ₃₃	Work facility (computer/laptop, internet connection)
			I ₃₄	Collateral (media, scientific papers, journals)
			I ₃₅	Executives/management commitment

Table-3: The Evaluation Criteria of the Implementation of the Policies/Directions of the Training and Development of Widyaiswara at the CTD CS of MVRAM – Process Component

Components		Factors	Evaluation Criteria	
P R O C E S S	Training and Development Execution	Learning execution	Ps ₁	Learning fit to the curriculum
			Ps ₂	Professional trainer utilization
		Learning quality	Ps ₃	Sufficient number of event organizer committee
			Ps ₄	Trainee and trainer satisfaction toward the learning process
		Monitoring and evaluation throughout T & D execution	Ps ₅	Monitoring and evaluation is routinely done using pre-determined instruments
			Ps ₆	Monitoring and evaluation actions are taken
	Widyaiswara Development	Formal education	Ps ₇	Timeline to complete the formal education
			Ps ₈	Widyaiswara's motivation to pursue education
		Professional development	Ps ₉	Scientific paper creation
			Ps ₁₀	Innovation
			Ps ₁₁	Training and development guidance creation
		Widyaiswara utilization	Ps ₁₂	Training and development proram
			Ps ₁₃	Trainng and development evaluation program
			Ps ₁₄	Training and development development program
			Ps ₁₅	Executive/management commitment
		Network building	Ps ₁₆	Network with internal institution
			Ps ₁₇	Network with external institution

Table-4: The Evaluation Criteria of the Implementation of the Policies/Directions of the Training and Development of Widyaaiswara at the CTD CS of MVRAM – Product Component

Components		Factors	Evaluation Criteria	
P R O D U C T	Training and development outcome	Training and development products/outcome	Pd ₁	Action plan is aligned with the curriculum
			Pd ₂	Work improvement recommendation
			Pd ₃	Learning product dissemination
			Pd ₄	Graduation qualification
	Widyaaiswara Development	Formal education	Pd ₅	Finishing on time
			Pd ₆	Getting academic title
		Professional development	Pd ₇	Credit score for scientific paper
			Pd ₈	Credit score from invention/innovation
			Pd ₉	Credit score from guidance textbook creation
		Network building utilization	Pd ₁₀	Credit score from training and development
			Pd ₁₁	Credit score from training and development evaluation
			Pd ₁₂	Credit score from training and development development
			Pd ₁₃	Internal and external collaboration

RESEARCH METHODOLOGY

Research Objective

This research is aimed to obtain data, facts, and valid and reliable information with regard to the implementation of policies/directions of the training and development of Widyaaiswara at MVRAM. The research is focused on the policies/directions released by the government agencies/bodies, both MVRAM and NBARI, related to the process and the planning of training and development for Widyaaiswara.

This research is especially intended to evaluate the implementation of the aforementioned training and development of Widyaaiswara:

- If the policies/directions of the training and development of Widyaaiswara are already aligned with the criteria
- If the planning of the training and development is aligned with the criteria
- If the policies/directions of the training and development are executed to fit the criteria
- If the outcomes of the policies/ directions of the training and development are meeting the needs

Meanwhile, the specific benefits for the researcher is to 1) acknowledge the fit of the policies/directions of the training and development of Widyaaiswara to the baseline/ standard, 2) acknowledge the real conditions/ situations of the training and development of Widyaaiswara, 3) acknowledge the factors that affect the effectiveness and efficiency of the training and development of Widyaaiswara, 4) acknowledge the products or the outcomes of the training and development of Widyaaiswara at MVRAM.

Research Approach, Method, and Model Design

This research is using qualitative approach, with descriptive and explanatory methods. The research was also conducted via policy research using policy evaluation research, focusing on the content and the implementation of the policy, instead of the policy creation process. The analysis is then conducted comprehensively to get the real description and meaning of the research focus.

Qualitative research is oriented toward activity exploration, disclosure, and inductive logic. Hence thorough theoretical and scientific exploration via comprehensive literature review is absolutely needed. Qualitative research data provides detailed description on ways, processes, and observed impact. Typically, the policy implementation that is evaluated is starting across levels of authority, from the level of MVRAM-released polices/directions to the the level of CTD of MVRAM.

Qualitative approach is used for this research with following boundaries/limitations: 1) the research is based on the facts that already happened throughout the policies/ directions implementations for Widyaaiswaraat MVRAM, 2) the research is conducted at MVRAM on the entire Widyaaiswara team members instead of using batch sample, therefore the research outcome is not generalized, 3) the research is not aimed for evaluating a hypothesis. The research is developed using descriptive and explanatory methods. The stress on the analysis or the evaluation is done toward the implementation of the policies, various activities, and changes that happened along with the other phonemenons. As this research is focusing on the policy content, the analysis is conducted comprehensively to

get the real description and meaning of the research focus.

The research is done using CIPP model (Context, Input, Process, and Product) by Stufflebeam. Context includes the baseline of the training and development policies/ directions of Widyaiswara that was released by NBARI as the center of training and development of MVRAM employees. Input is related to the planning and resource consumption for training and development. Process includes the factors and variables that are relevant to the execution of the training and development. And product is related to the outcome/result of the training and development of Widyaiswara.

RESEARCH OUTCOME

Referring to the problem statement, we can conclude that the outcome of the evaluation of the implementation of policies/directions of the training and development of Widyaiswara at MVRAM is as follows:

Context

If the policies of training and development of Widyaiswara are already aligned with criteria.

Based on the evaluation model used on this research, the policies/directions of training and development related to Context component are laid out as follows:

Table-4: Evaluation Outcome of the Implementation of the Policies/Directions of Training and Development of Widyaiswara

Evaluation Criteria		Evaluation Outcome
C1	Policy/direction toward the learning competency	There is a policy for competence fulfillment for learning management, contained in Tiered Privilege Curriculum on level Pertama and there is strengthening at tiered training on level Muda, Madya and Utama.
C2	Policy/direction toward the personality competency	There is policy for Personality competence fulfillment at tiered training on level Muda and strengthening on the next level.
C3	Policy/direction toward the social competency	There is policy for Social competence fulfillment at tiered training on level Muda and Madya and also strengthening on the main level.
C4	Policy/direction toward the substantial competency	No policy available for Technical Substantive competence fulfillment which will be specialization, since each Trainers are still not assigned their specialization yet.
C5	Policy/direction to meet job promotion requirements	There are requirements for promotion in Permenpan and RB No. 22 of 2014, which also described inside Perka Lan about Scientific Oration.
C6	Policy/direction to meet job specialization requirements (certifications training)	No policy available which govern about specialization area explicitly at Ministry of Village, Development of Disadvantaged Regions, and Transmigration Training and Development Center eventhough mentioned inside Permenpan and RB No. 22 of 2014
C7	Policy/direction of minimum requirements of formal education for Widyaiswara	Contained inside Permenpan and RB No. 22 of 2014 article 28.
C8	Policy/direction of scientific writing	Contained inside article 11 paragraph 1 to 7 Permenpan and RB No. 22 of 2014
C9	Innovation and/or invention of certain patents	Contained inside Perka LAN No. 26 of 2015 about Credit Score Assessment Guidelines
C10	Creation of certain guidelines	Contained inside Perka LAN No 26 of 2015 about Credit Score Assessment Guidelines
C11	Policy/direction of utilization within the execution of training and development	Contained inside Permenpan and RB No. 22 of 2014 and also Perka LAN No. 26 of 2015
C12	Policy/direction of utilization within the evaluation of training and development	Contained inside Permenpan and RB No. 22 of 2014 and also Perka LAN No. 26 of 2015
C13	Policy/direction of utilization within the development of training and development	Contained inside Permenpan and RB No. 22 of 2014 and also Perka LAN No. 26 of 2015
C14	Policy/direction to build network within the internal	Contained inside Permendesa No 28 of 2016 about Guidelines for the implementation of Education and Training of Personnel in

	institutions	Village PDT and Transmigration
C15	Policy/direction to build network toward external institutions	Contained inside Permendesa No 28 of 2016 about Guidelines for the implementation of Education and Training of Personnel in Village PDT and Transmigration

Source: results of data processing

Input

Are the Widyaiswara's training and development plans fit to the criteria? Training plans

effectivity is determined by training input. Description of evaluation results are contained in table below:

Evaluation Criteria		Evaluation Result
I ₁	Substantial technical (specialization) training and development program	Substance Technical Training Program is available and equal for each Widyaiswara
I ₂	Functional training and development program	Functional training is available at LAN RI, but not every Widyaiswara joined.
I ₃	Personality and sociocultural training and development	Sociocultural training program is available and has been participated by Widyaiswara (Revolusi Mental Training)
I ₄	Competency gap clarity	There is no competency gap clarity for each Widyaiswara, because Widyaiswara has not determined specialization from substance technical factor.
I ₅	Fit between the trainee specialization and the training and development subject	Not yet. Because each candidate has not decided on specialization (exclusive for substance technical training)
I ₆	Curriculum is designed based on the training & development need/gap analysis	Curriculum is designed based on training needs at the positional level.
I ₇	Curriculum fit to the job requirement	Curriculum fit to the job generally.
I ₈	Curriculum fit to the individual needs	Curriculum not yet compatible with each individual need.
I ₉	Curriculum objective fit to the time allocation	It is not yet known whether it is fit or not because there has not been any evaluation. Meanwhile there are still no curriculum for technical training.
I ₁₀	Curriculum is designed based on the training & development need/gap analysis	Designed based on AKD
I ₁₁	Curriculum fit to the job requirement	There is a match with positional need but individually it is still not compatible.
I ₁₂	Curriculum fit to the individual needs	Not all individual needs are fulfilled.
I ₁₃	Curriculum objective fit to the time allocation	There is still some training that last very briefly, and therefore not able to achieve all the objectives aimed for it.
I ₁₄	Handouts refer to NBARI regulation No.5/2008	Module refers to Perka LAN No. 5 of 2008. But there is still no module for Village technical training.
I ₁₅	Handouts fit with Modul in accordance with General Curriculum Objective/GCO and Specific Curriculum Objective / SCO	Some training from LAN are already compatible but some are not yet compatible
I ₁₆	Usage of easy-to-digest language	Some are easy to read but some are not so clear.
I ₁₇	Attractive illustration	Most of them are still not using illustrations yet.
I ₁₈	Speaker objective fit to the time allocation	Some are already compatible but some of them still have too short of a time to achieve specific lesson objective.
I ₁₉	Guidance for organizing training and development	Not yet available.
I ₂₀	Guidance for the trainees	Not yet available.

I ₂₁	Tools and equipment fit to the standard	Not yet compatible with the accreditation standard of government training institutions.
I ₂₂	Sufficient amount of tools and equipment	Not yet compatible.
I ₂₃	Facility fit to the standard	Not yet compatible.
I ₂₄	Availability fit to the standard	Not yet compatible.
I ₂₅	Availability fit to the number of trainees per year	Suitable with minimum hours per year.
I ₂₆	Budget fit to the General Cost Standards / GCS from Ministry of Finance	In accordance to GCS
I ₂₇	Widyaiswara selected based on their specializations / expertise	Some appointments are appropriate and some are not.
I ₂₈	Widyaiswara fit to the competencies	Some are fit and some are not.
I ₂₉	Certified widyaiswara selected	Not all are certified.
I ₃₀	Training and development organizer is Management of Training / MOT certified	All of them are certified and only 3 of them are not.
I ₃₁	Training and development organizer is Training Officer Course/TOC certified	Mostly are not certified because they are not government employees.
I ₃₂	Budgeting	Only yearly budgeting and it is an education aid.
I ₃₃	Work facility (computer/laptop, internet connection)	Not yet suitable with needs.
I ₃₄	Collateral (media, scientific papers, journals)	None
I ₃₅	Executives/management commitment	Still lacking. Not all activities are involved. Even if it involved, it only for several people.

Source: results of data processing

Process

Is the implementation of Widyaiswara’s training and development policies fit the criteria?

Evaluation Criteria		Evaluation Result
Ps ₁	Learning fit to the curriculum	Learning in accordance with curriculum.
Ps ₂	Professional trainer utilization	Some are professional but some cannot manage the learning process because they have not follow scaled TOT / TOT Cawid
Ps ₃	Sufficient number of event organizer committee	Still lacking, because the number of employee is lacking (Training and Development Center only have 36 people including support staff.
Ps ₄	Trainee and trainer satisfaction toward the learning process	Participants are not satisfied, because the services in terms of facilities, infrastructures and consumption is still lacking.
Ps ₅	Monitoring and evaluation is routinely done using pre-determined instruments	Implemented but still lacking, because the operator are not always available.
Ps ₆	Monitoring and evaluation actions are taken	Not acted upon
Ps ₇	Timeline to complete the formal education	5 years maximum after Permenpan and RB number 22 year 2014 has been established.
Ps ₈	Widyaiswara’s motivation to pursue education	Some are motivated to continue but not supported by the budget.
Ps ₉	Scientific paper creation	Just to fill the requirements, because there are no media to publish it.
Ps ₁₀	Innovation	No one has created a copyright.

Ps ₁₁	Training and development guidance creation	There are 4 Widyaiswara who have obtained credit score from the creation of Manual Book which used in the training.
Ps ₁₂	Training and development program	Empowered in an education program, teaching and training which related with PSM structural and functional training.
Ps ₁₃	Training and development evaluation program	Included in Post Training evaluation program.
Ps ₁₄	Training and development development program	Included in Post Training Development Program for certain type of training.
Ps ₁₅	Executive/management commitment	For activities outside of education, teaching and training, training evaluation and development are not yet involved, for example is to create training program.
Ps ₁₆	Network with internal institution	Not yet entrusted to Widyaiswara
Ps ₁₇	Network with external institution	Sometimes involved to build network with LAN RI

Source: results of data processing

Products/Outcome

Is the result of Widyaiswara's training and development policies suitable with needs?

Evaluation Criteria		
Pd ₁	Action plan is aligned with the curriculum	The training that followed has not required the Action Plan
Pd ₂	Work improvement recommendation	None.
Pd ₃	Learning product dissemination	None.
Pd ₄	Graduation qualification	Satisfactory and some are quite satisfactory
Pd ₅	Finishing on time	Some cannot be punctual because the schedule is clashing with office job.
Pd ₆	Getting academic title	1 person is getting a Master Degree
Pd ₇	Credit score for scientific paper	Some are fulfilled as per requirement and some are not
Pd ₈	Credit score from invention/innovation	None
Pd ₉	Credit score from guidance textbook creation	None
Pd ₁₀	Credit score from training and development	On the average, Widyaiswara which filed DUPAK, they get credit score from education, teaching and training
Pd ₁₁	Credit score from training and development evaluation	From Post Training evaluation
Pd ₁₂	Credit score from training and development development	Some get it and some are not (requirement for promotion)
Pd ₁₃	Internal and external collaboration	Internal collaboration is done by organization and does not involve Widyaiswara. Individually, there are 3 to 4 people of Widyaiswara which successfully manage external collaboration.

Source: results of data processing

SUMMARY

CONCLUSIONS

Based on the research findings on the evaluation of the implementation of training policy and the development of Widyaiswara at Training and Development Center Employee ASN, Ministry of Village, Development of Disadvantaged Regions and Transmigration, that training and development of Widyaiswara has been going on since the establishment of the Ministry. In practice, some policies are in

accordance with the provisions or rules that apply, but there are still some shortcomings that need to be improved. Referring to the formulation of the problem and the results of research, the following conclusions were obtained:

Evaluation toward the policies of the training and development of Widyaiswara (Context)

Based on the evaluation results on the context of the policy that underlies the implementation of the

training has not all meet the criteria. Three out of four competency standards required for Widyaiswara are already accommodated in Perka LAN number 9 year 2005 which has been changed and replaced with Perka LAN number 14 year 2017 which regulates the tiered training for Widyaiswara. However, if it is associated with the vision and mission of Widyaiswara Development, namely SMART Widyaiswara 2018, in order to support SMART ASN 2019, then the competence standard stated in Perka LAN number 5 year 2008 is no longer relevant to the challenges of office and environmental tasks faced.

Not all policies about substantive competency are regulated. Substantive Competency is a skill that must be possessed by Widyaiswara in the field of knowledge and craftsmanship in training subject which is taught. There is no regulating policy for competence of technical substance in the field of Village, Development of Disadvantaged Regions and Transmigration which has become the Ministry's authority.

Widyaiswara development policies that include formal education, professional development and empowerment are regulated in Permenpan and RB number 22 year 2014 on Widyaiswara's functional positions and credit numbers and some Perka LAN RI to complete it. But the policy for empowering Widyaiswara does not exist explicitly. Similarly, building a network has not been specifically regulated, but in general there is already a regulation from Ministry of Village, Development of Disadvantaged Regions and Transmigration number 28 year 2016 about Guidelines for the Implementation of Training of ASN Employees in the field of Village, Development of Disadvantaged Regions and Transmigration, has not been dealt with operationally, especially regarding Widyaiswara's authority in building both internal and external networks organizations.

Input Evaluation (Input)

- **Training Input**

Based on the evaluation of inputs, including training plans, curricula, training materials, facilities, infrastructure and budgets as well as training personnel (Managers & Training Providers, Widyaiswara, SIDA data input, training needs analyzers and curriculum designers), not all inputs are functionally available, and the one that do are not yet in accordance with the standards (especially the inputs for substance technical training in the field of Village, Development of Disadvantaged Regions and Transmigration).

- **Widyaiswara Development Input**

Based on the evaluation and discussion on the inputs of Widyaiswara development covering formal education, professional development, empowerment of

Widyaiswara and the ability to build network, it is revealed that there are still limitations on facilities, infrastructures, budget and lack of leader's commitment.

- **Process Evaluation (Process)**

Based on the results of evaluation and discussion on the aspects in the training process can be concluded that some aspects of the training have been going well and some aspects of training are still given enough assessment. For example, the aspect of service providers related to consumption services are still less than good in terms of food quality, serving method and hygiene. As for accommodation services related to the cleanliness of toilets and worship places, as well as the availability of sports facilities, clinics, libraries and the comfort of dormitories, it is still lacking.

For the implementation of widyaiswara development covering the aspects of formal education, professional development, empowerment and network building are done by Widyaiswara independently most of the time but supporting facilities in the form of tools and infrastructures and budget require leadership commitment for its availability. Evaluation results for availability are still low, likewise, the leadership commitment is also lacking.

- **Result Evaluation (Product)**

Based on the discussion on the aspect of the training result that all the training which was followed by Widyaiswara, the result was the statement of competence and qualification of graduates. The result achieved by each Widyaiswara is vary differently, some are achieving satisfactory qualifications and some are less than that. If the predicate is a lot less than satisfactory, the participants are not graduated. The result of substance technical training in the field of Village, Development of Disadvantaged Regions and Transmigration are on average did not perform competency test so that the result was all declared competent / pass.

Results of Widyaiswara development in the form of diploma or academic degree for formal education, KTI, innovation and manual for professional development and performance in the form of Credit Rate Determination (CRD). The results obtained are in the form of KTI and training guidelines which made by several Widyaiswara, as well as the ability to build a network. While for the performance proof of Widyaiswara, there are just 8 people who gets CRD.

Thus, it can be concluded that the implementation of Widyaiswara's training and development policies in accordance with applicable provisions will make them effective and produce a Widyaiswara who is competent, professional and has integrity so that Widyaiswara's vision and mission

(SMART Widyaiswara 2018) can be achieved. With the achievement of SMART Widyaiswara, it is expected to help achieve the SMART ASN 2019, the mandate of UU ASN No. 5 year 2014 and Management Vision of a World-Class Bureaucracy in 2025.

RECOMMENDATIONS

In order for the mission and vision of Widyaiswara and ASN management to be achieved as expected, based on the research findings and conclusions above, it can be recommended some things as follows:

Context Evaluation (Context)

- To LAN RI in order to revisit Perka LAN number 5 year 2008 on Widyaiswara's Standard of Job Competence, because with the current standard according to the researchers are not able to accommodate the demands of tasks and functions and increased challenges facing Widyaiswara now. In addition, it refers to the vision and mission of Widyaiswara: the realization of SMART Widyaiswara 2018 to support SMART ASN 2019 to the world-class bureaucracy 2025, the competence that researchers recommend to be added to Widyaiswara's standard of competence include mastering information technology, able to innovate, able to collaborate, building job network and able to speak english.
- To Training and Development Center, ASN Employees are recommended to specify the specialization/scientific technical substance in the field of Village, Development of Disadvantaged Regions and Transmigration in order to be followed up with a training policy for Widyaiswara and ASN. Thus, it becomes clear also for each Widyaiswara technical specialization of sub-field of Village, Development of Disadvantaged Regions and Transmigration which will be chosen in the framework of empowerment and development of Widyaiswara. In addition, it is also recommended to follow up the regulation of Minister of Village, Development of Disadvantaged Regions and Transmigration number 28 year 2016 with regulation of Head of Balilafu (article 25 paragraph 4). Therefore, the Head of Training and Development Center Employee ASN issued a Widyaiswara's specialization letter in the field of Village, Development of Disadvantaged Regions and Transmigration, as well as determination of the concerned as a training controller and consultant on technical units.
- To Widyaiswara, it is recommended to conduct study on the scientific field of Village, Development of Disadvantaged Region and Transmigration in order to be able to set the Technical Substance Specialization option in the area of Village, Development of Disadvantaged Regions and Transmigration. With this clarity is expected to play a training consultant in each

technical unit specialization of its choice, as well as implementing the regulation of the Minister of Village, Development of Disadvantaged Regions and Transmigration number 28 year 2016, that in addition as a consultant Widyaiswara can also function as a manager of the training activities on the technical work unit concerned.

Input Evaluation (Input)

It is recommended to Training and Development Center several aspects which are related to the input / training input as follows:

- The program's plan is to be tailored to the training needs of each Widyaiswara; it cannot be equal for everyone, especially the technical training on the substance in the field of Village, Development of Disadvantaged Regions and Transmigration. Because if the plan is not appropriate, then it will make the participants not motivated to follow the training and curriculum design and adjusted training materials.
- The availability of training materials, facilities, infrastructures and budget are filled and their qualities are improved.
- The professionalism of trainer's personnel is improved through training according to the accreditation standards of training institutions which are (1) Training Of Trainer / TOT for teachers, (2) Management Of Training / MOT for training manager, (3) Training Officer Course / TOC for training provider.
- Widyaiswara Development Input is recommended to provide budgets for each Widyaiswara for competence development and conduct research training in the framework of professional development and scholarship to pursue higher education (Strata 3).
- Provide publication media KTI Widyaiswara in the form of scientific magazines or journals.
- Leaders' Commitment to empower Widyaiswara and opportunities to build networks internally and externally.

Process Evaluation (Process)

It is recommended to pay attention from the comfort, cleanliness and beauty of the classroom by setting the temperature, lighting and arrangement. In terms of arrangement with the shape and size of the classroom is rather difficult because the ratio between the length and width is not proportional. For that, it is also recommended to look for another alternative classroom. The completeness of infrastructure such as halls, discussion rooms, seminar rooms, transit rooms, polyclinics and lactation rooms, libraries, laboratories, sport facilities, decent dining areas need to be provided. Also, the level of cleanliness and comfort of dormitory space and restrooms need to be maintained. Consumption services need to be improved in terms of nutrition, hygiene and fairness and professionalism of

the presentation. In addition, it is important to maintain cleanliness around the class and dormitory, save on electricity usage, eg turn off the lights and air conditioner when not in use (following energy-saving suggestions).

• **Result Evaluation (Product)**

According to the discussion and summary, it is recommended for the Trainers to:

- Undertake deepening or enrichment of substance material gained during the training, because knowledge has advanced so fast that if we don't follow it, we will surely miss it.
- Developing you continuously through workshop activities, book review, monthly scientific meetings, and research training and so on.
- Improve the mastery of information technology especially used in the learning process.
- Innovate / develop in learning methodology, so that learning is fun and learning objectives are achieved effectively.
- Proactive and initiative to carry out the duties-function contained in Permenpan RB nomor 22 tahun 2014, because in essence Trainer who is a profession is a position of independence.
- Following Technical or Functional training required to support the Task function as Trainers.
- Actively involved in development activities Training: Writing Modules / Guidelines / Teaching Materials / Viewing Materials and others.
- Build networking, able to communicate and collaborate well.
- Continuing education to a higher level.

Thus, some recommendations that can be submitted, in order to be a concern for the parties concerned and can be considered for follow-up improvement, so the purpose of training and development of Trainers, especially Trainers for the Ministry of Villages, Development of Disadvantaged Regions and Transmigration effectively achieved, mission and vision Trainers namely SMART Widyaiswara 2018 supports SMART ASN 2019 and world-class Bureaucracy 2025.

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