

POST TRAINING EVALUATION THE ALUMNI OF REFORM LEADER ACADEMY IN THE WEST SUMATERA PROVINCIAL GOVERNMENT

Wisber Wiryanto

National Institute of Public Administration

Abstract

Bureaucracy in Indonesia faces problems in the areas of human resources apparatus and public services. Therefore, the government made bureaucratic reform efforts. The implementation of bureaucratic reform is supported by efforts to develop the competence of the state of civil apparatus, through education and training. One type of training is the Reform Leader Academy (RLA). RLA has been carried out by the National Institute of Public Administration within 5 (five) years. Therefore, it is necessary to conduct an evaluation study after training the RLA alumni. The formulation of the problem among others: What is the ability of self after RLA training?; What is the relationship between the RLA training material and the competencies needed to carry out the task?; and what are the organizational support for innovative interventions/solutions initiated by alumni? This study is carried out using descriptive methods. The collection data was carried out with collecting data using instruments questionnaire. This study focuses on the implementation of reform initiatives by RLA alumni; while the locus is the alumni of the RLA in the west Sumatra provincial government. Collecting data are conducting in September 2018. Furthermore, data are analyzing by qualitative analysis techniques. The results of the post training evaluation of the alumni of the RLA in the West Sumatra Provincial Government showed: (1) The ability of the RLA alumni to vary greatly, remained and decreased. Increased ability in problem analysis, mapping stakeholders and communication to subordinates and colleagues. Permanent ability in communication to stakeholders, motivation, building work teams, conducting innovative strategies and innovative interventions / solutions. Declining abilities in commitment to monitor innovative interventions / solutions due to organizational mutations. (2) The relationship between RLA training materials and the competencies needed to carry out the tasks varies significantly and significantly. There is a significant relationship between the material providing innovative solutions and mapping stakeholders in building effective teams with the competencies needed to carry out the task. And there is a significant relationship between the ability to analyze problems and ensure the successful implementation of innovative solutions with the competencies needed to carry out the task. (3) Organizational support for innovative interventions / solutions initiated by alumni is limited to policy support; while infrastructure support, budget and human resources are not available. Therefore, it is necessary to empower alumni after RLA training through continuous innovation with the support of infrastructure, budget and human resources needed to ensure the continuation of the implementation of the post-training trainee innovations in their work organizations.

Keywords: bureaucracy; post training evaluation; academy reform leader; state civil apparatus

1. Introduction

This section includes a policy review, literature review, and post-training evaluation problem formulation. First, policy review. Presidential Regulation Number 81/2010 concerning Grand Design of Bureaucratic Reform 2010-2025 is a reference for Ministries/Institutions/ Regional Governments in reforming the bureaucracy in order to realize good governance. The National Institute of Public Administration (LAN) is the agency responsible for fostering the education and training of civil servants, including conducting training for the Reform Leader Academy training. Reform Leader Academy (RLA) is one form of training developed to answer the needs of reform leaders. The purpose of organizing the RLA is to form an apparatus figure who has basic leadership knowledge and competencies in order to support the acceleration of the implementation of bureaucratic reform.

RLA implementation regulations have undergone several changes to date, as follows: (1) LAN Head Regulation Number 8/2013 concerning RLA Education and Training Implementation Guidelines.

Regarding the needs and demands of the strategic environment, the regulation was amended by the LAN Head Regulation Number 37/2015. (2) Regulation of the Head of LAN Number 37/2015 concerning Guidelines for Implementing RLA Education and Training. Similarly, with the previous RLA implementation regulations, the regulation was amended by LAN Head Regulation Number 5/2017. (3) Regulation of the LAN Head Number 5/2017 concerning the Implementation Guidelines for RLA Training. The RLA implementation regulations, among others, regulate post-training evaluation RLA.

RLA post-training evaluation is regulated by the LAN Head Regulation. RLA post training evaluation according to LAN Head Regulation Number 8/2013 is the same as the RLA post training evaluation according to LAN Head Regulation Number 37/2015. However, post-training RLA evaluation according to LAN Head Regulation Number 8/2013 and Head Regulation Number 37/2015 is different from RLA Post-Training Evaluation according to LAN Head Regulation Number 5/2017. The results of the RLA post-training evaluation are used as input for further improvement of the training.

Post-training RLA evaluation includes assessing superiors, subordinates, peers and recipients of services towards the ability of alumni to plan new changes, leadership change and development of change. Evaluation indicator (LAN Head Regulation Number 8/2013; and Number 37/2015) as follows:

Indicators of evaluation of planning changes include the perception of superiors, subordinates, peers and recipients of services to: (1) suitability of the focus of change with the national bureaucracy reform policy; (2) feasibility of changes; and (3) rationalization of change plans; Indicators of evaluation of change leadership include perceptions of superiors, subordinates, peers and recipients of services to: (1) ability to deal with problems; (2) problem solving ability; (3) resilience and determination in carrying out the project; (4) ability to collaborate; and (5) compliance with bureaucratic ethics.

Indicators of evaluation of the development of change include the perception of superiors, subordinates, peers and recipients of services towards: (1) the ability to develop change; (2) the ability to build networking.

The post-training RLA evaluation consists of the implementation of the action National RB and implementation of institutional RB actions (LAN Head Regulation Number 5/2017), as follows:

The implementation of National RB actions includes: (1) Training personnel communicate with the Chair of the Force to understand the progress of the implementation of National RB Action; (2) training personnel provide coaching and support to the Chair of the Force to assist the implementation process; (3) The Chairperson of the Force submits a written report on the development of the implementation and the benefits of the changes brought about; (4) If the entire action of the National RB has been implemented, the training staff will deliver the results of the post-training evaluation to the leadership of the training institution; (5) The leadership of the training institution submits the results of the National RB action to the Deputy in charge of apparatus training; (6) Deputies in charge of apparatus training convey the results of National RB actions to the Head of LAN; and (7) the Head of LAN delivers the results of the National RB action to the Minister of Administrative Reform and RB.

The Implementation of Institutional RB Action: Post-institutional RB evaluation mechanisms include: (1) Training personnel communicate with participants and the Ministry/Institution/Regional RB Team (KLD) to find out the progress of the implementation of institutional RB actions; (2) Training personnel provide coaching and support to K/ L/D participants to assist the implementation process; (3) Participants and the RB Team K/ L / D submit a written report about the development of the implementation and the benefits of the changes caused; (4) If the entire institutional RB action has been implemented, the training staff will deliver the results of the post-training evaluation to the leadership of the training institution.

Post-training RLA evaluation of the RLA training alumni of class XI 2017, this research was conducted based on LAN Head Regulation Number 8/2013 and Number 37/2015; while the RLA post-training evaluation based on LAN Head Regulation Number 5/2017 is not used. With the reason that the RLA post-training evaluation based on LAN Head Regulation Number 5/2017 will only be used to conduct a post-training evaluation of the RLA training alumni in 2018.

Second, literature review. Post-training evaluation consists of 4 (four) levels as presented in table 1: The Four levels of training evaluation (Kirkpatrick and Kirkpatrick, 2016).

Level 1: Reaction	The degree to which participants find the training favorable, engaging and relevant to their jobs
Level 2: Learning	The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training
Level 3: Behavior	The degree to which participants apply what they learned during training when they are back on the job
Level 4: Result	The degree to which targeted outcomes occur as a result of the training and the support and accountability package

Table 1: The Four Levels

Based on Table 1, it is known that post-training evaluation is located at level 4: Result. That is, the purpose of the post-training evaluation is to determine the ability of post-training alumni through the realization of training targets and post-training benefits in supporting the implementation of tasks in their respective work units. In addition, Yani (2012: 95) stated the purpose of the post-training evaluation to find out the knowledge, skills and attitudes that were not owned by participants after the training process was completed.

Capacity building for bureaucratic reform is an alternative policy that is chosen to be related to the area of change and short-term RB programs (LAN, 2011: 75). Some study results on post-training evaluation in 2013-2017 are presented in table 2. Based on table 2, it is known that the Study of Post-Training Evaluation of RLA has not been carried out in 2013-2017. Therefore, the study of post-RLA training evaluation is a necessity.

Suryanto (2018: 83) in his article entitled strategy for improving the effectiveness of leadership training: theoretical and empirical reviews, stated as follows:

Alumni empowerment after leadership training includes trainees' efforts to carry out continuous innovation, knowledge sharing, and positive cultural transfer in their work environment. Then from the organizational side it fully supports the continuation of the trainee innovation implementation, the implementation of the post-training competition, as well as mentoring and monitoring the job performance of trainees after training.

In relation to the post-training RLA evaluation, the trainee's innovation implementation activities after training so that they can be carried out on an ongoing basis need to get organizational support.

Year	Author	Title
2015	Arbi Setyawan and Heru Margono	Post-Training Evaluation uses the Lime Online Survey Application on Post-Functional Training Evaluation
	Alex Oxtavianus and Heru Margono	Triangulation in Post-Training Evaluation: Application on Statistics Post-Training Functional Evaluation
2017	Riskha Nur Fitriyah	Post-Training Evaluation in Quality Improvement of Training and Education Implementation
	Pusat Kajian dan Pendidikan Pelatihan Aparatur IV, LAN	Post-Training Evaluation Level II, III and IV Leadership

Table 2: Study of Post-Training Evaluation in 2015-2017

Third, Problem Formulation. The RLA is a national priority program in the form of training government officials in supporting bureaucratic reform. RLA raises the theme nationally. The theme is

used as an exercise through discussions across ministries, institutions and regions to solve problems with different backgrounds and perspectives.

The objective of the RLA training according to Idris includes 3 (three) things as outlined (<http://detakkaltim.com/index.php/2018/08/13/pkp2a-iii-lan-samarinda-gelar-rla-angkah-xvi-idris-talk-outcome/page/7/>) the following:

To prepare officials to change bureaucracy quickly from the aspect of culture to institutions; become a model that can be followed by participants to reform the bureaucracy; to overcome sectoral problems, and the structuralism approach inherent in the bureaucracy. The problem of bureaucracy must be faced with multi institutions, multi stakeholders, with an outcome oriented approach not limited to output.

RLA of class I of 2013 has been implemented. At present, RLA for the XVI year 2018 is being carried out. Thus the implementation of the RLA until now has been running for 5 (five) years and has produced 16 (sixteen) classes. A summary of the RLA training for the XI and XVI classes is described as follows.

RLA Training for Class XVI 2018 is carried out by LAN on the Samarinda campus. Training participants were 25 (twenty five) participants throughout Indonesia who had previously passed the selection. Participants come from various government agencies with details as follows: (1) Ministry of Forestry and Environment 4 people; (2) East Kalimantan Province as many as 4 (four) people; (3) South Kalimantan Province as many as 5 (five) people; (4) Central Kalimantan Province 4 (four) people, (5) West Kalimantan Province 3 (three) people; (6) North Kalimantan Province as many as 3 (three) people, and (7) Bangka Belitung Province 2 (two) people. The theme of the RLA training: "Synergy in Implementing Green and Sustainable Development Policies Towards Achieving the Goals of the 2030 Sustainable Development Goals". The purpose of the RLA training is to prepare an innovative change process according to the needs of the national bureaucracy reform program; and to manage innovative change processes according to the needs of the bureaucratic reform program in their respective institutions. The time for carrying out activities for 4 (four) months, starting from August 13, 2018 to December 7, 2018.

The RLA Training for Class XI 2017 is as follows (<http://aceh.tribunnews.com/2017/07/07/kepala-lan-aceh-tempat-yang-tepat-untuk-belajar-prb>): RLA training is carried out by LAN on the Aceh campus. RLA training time starts from 17 July to 8 November 2017. The theme of the training is "Building a Disaster-Resilient Community". Summary of RLA training activities for Generation XVI (<http://kodamim-tniad.mil.id/2017/11/07/pangdam-im-terima-kunjungan-peserta-rla/>) as follows:

Disaster management is broad, complex and multidisciplinary and multidimensional so that disaster management requires a multi-stakeholder role from the Government, Business Institutions and the community. Theme of National RB Action. RLA training accommodates the synergy of various government and private institutions so that good cooperation is established in order to overcome and respond to disasters in a timely manner and on target. RLA participants are required to carry out campaigns on National Bureaucracy Reform to government agencies; and explaining the concept of RB acceleration in Indonesia according to the theme.

RLA Training participants for Class XI are 25 (twenty five) people who have previously passed the selection. RLA training participants (<https://bpbd.bogorkab.go.id/sinergi-multipihak-dalam-membangun-masyarakat-tahan-bencana/>) as follows:

Participant details consist of 20 (twenty) people from the echelon II state civil servants who come from: (1) Ministry of Public Works and Public Housing (PUPR); (2) Ministry of Health; (3) National Disaster Management Agency (BNPB); (4) Meteorology, Climatology and Geophysics Agency (BMKG); (5) National Search and Rescue Agency (Basarnas); (6) Aceh Provincial Government; (7) the Government of the Special Province of Yogyakarta; and (8) West Sumatra Provincial Government.

The results of the RLA Training for Class XI in the national RB action activities themed "Synergy of Multi-Parties in Building Disaster-Resilient Communities", in the form of

recommendations to the government in the short term (<https://bpbdbogorkab.go.id/sinergi-multipihak-dalam-membangun-masyarakat-tahan-bencana/>) as follows:

Recommendations for RLA Training for Class XI include: (1) Issuing presidential instructions regarding the establishment of a task force for disaster risk management in each ministry / institution / region. The task force for disaster risk management was formed coordinated by BNPB at the central level and the Regional Disaster Management Agency (BPBD) at the Regional level. (2) Mapping the function of each Ministry / Institution / Region in conducting disaster risk reduction in coordination with BNPB. (3) Establish a Business Institution Forum (FLU) through a Presidential Regulation to collect the participation of business entities in the reduction of disaster risk. This forum plays a role in the internal environment of each and in the community. (4) Give priority to budget allocation to disaster risk reduction programs according to the needs of each Ministry / Institution / Region. (5) Strengthening multi-party cooperation with Universities, Business Institutions, Non-Governmental Organizations, Community Organizations and others. This multi-stakeholder collaboration is carried out by BNPB at the central level and BPBD at the Regional level. (6) Integrating disaster communication information systems with multi-stakeholders. In accordance with the ministry's function, this recommendation is addressed to the Ministry of Communication and Information coordinated by BNPB; and (7) Regional-based disaster risk management. BNPB and BPBD in formulating action plans for governance of disaster risk management must eliminate administrative boundaries; make the region and procedures for handling disasters and the clear division of roles when a disaster occurs.

Based on the description above, RLA has been carried out by the National Institute of Public Administration within 5 (five) years. Therefore, it is necessary to conduct an evaluation study after training the RLA alumni through "Post Training Evaluation of the Alumni of RLA in the West Sumatra Provincial Government". The formulation of the problem among others, (1) What is the ability of yourself after participating in the RLA training? (2) What is the relationship between the RLA training material and the competencies needed to carry out the task? (3) What are the organizational support for innovative interventions / solutions initiated by alumni? The results of the evaluation of the RLA training were used as input to improve the next RLA training.

2. Methodology

This study is carried out using descriptive methods. This study focuses on the implementation of reform initiatives by RLA alumni; while the locus is the alumni of the provincial government RLA in the west. This research was carried out in the second semester of 2018. Collecting data through the distribution of online questionnaires conducted in August 2018.

The collection data was carried out with collecting data using the instrument questionnaire sent to the RLA alumni respondents. Respondents selected were RLA alumni of class XI who came from the West Sumatra provincial government as many as 2 (two) people. Each respondent is sent 1 (one) copy of the questionnaire. However, the result is that only 1 (one) questionnaire has been filled in and sent back. Processing of questionnaire data that has been filled in by the respondent, the results are presented in the form of tables. Next, data analysis was performed using qualitative analysis techniques.

3. Discussion

The results of the research data are presented in the form of tables and their descriptions based on the data acquisition (opinion / statement) of the respondents to know (1) their ability after participating in the RLA training; (2) the relationship between RLA training material and the competencies needed to carry out the task; and (3) organizational support for innovative interventions/solutions initiated according to alumni perceptions. First, self-ability after attending RLA training according to alumni perception is presented in table 3.

Based on table 1 data, it is known that the ability of alumni after participating in RLA training varies constantly, increases and decreases. The RLA training alumni stated that most of their abilities remain in communication to stakeholders, work motivation, building work teams, encouraging the emergence of innovation, and carrying out innovative solutions to solving work unit problems. In addition, some of his abilities are increased in conducting problem analysis, mapping stakeholders and

communication skills to subordinates and colleagues. In addition, a small part of its ability to decline in monitoring innovative interventions / solutions. This is because the organization carries out mutations

Question/Statement	Perception	Explanation
1. Self-ability in analyzing work unit problems	Increase	More understanding of coordination
2. The ability to map stakeholders who contribute to solving work unit problems	Increase	More able to identify the role / function of stakeholders
3. Communication skills to stakeholders for the success of the work unit program	Permanent	The external system is still the same
4. Communication skills to subordinates and colleagues in coordinating tasks	Increase	Understand communication material that is not relevant
5. Ability to build work motivation of subordinates and colleagues	Permanent	HR development methods are not directly proportional with the complexity of the problem
6. Ability to build effective work teams	Permanent	The relevance of environmental conditions and work tasks is very low
7. Ability to carry out strategies to encourage the emergence of ideas, ideas of innovation in the work unit	Permanent	New organizations are more concerned with internal coordination than creation and innovation
8. Ability to intervene / innovative solutions to solve work unit problems	Permanent	The external system has not changed
9. Commitment to monitor innovative interventions / solutions	Decrease	Organizations make mutations

Table 3: Self Ability After Following RLA Training According to Alumni Perception

Source: Compiled from the 2018 RLA Post-Training Evaluation Questionnaire which has been filled by alumni of the RLA training from the West Sumatra Provincial Government. Description: The perception of the alumni refers to the following Likert scale: (1) decreases, (2) permanent, (3) increases, and (4) increases significantly.

Second, the relationship between the RLA training material and the competencies needed to carry out the tasks according to the alumni perception are presented in table 4.

Question/Statement	Perception	Explanation
1. Ability to analyze problems	Significant enough	The relationship between the theme of the RLA training and the implementation of the alumni task is not significant
2. Mapping stakeholders in building effective teams	Significant	
3. Providing innovative solutions	Significant	
4. Ensuring the successful implementation of innovative solutions	Significant enough	

Table 4: Relationship between RLA Training Materials and Competencies Needed in Implementing Tasks According to Alumni Perception

Source: Processed from the 2018 RLA Post-Training Evaluation Questionnaire which is filled by alumni of the RLA training from the West Sumatra Provincial Government. Remarks: Alumni perceptions offered using the Likert scale are as follows: (1) less significant, (2) significant enough, (3) significant, and (4) very significant.

Based on table 4 data, it is known that the relationship between RLA training material and the competencies needed in carrying out tasks according to alumni perceptions varies significantly and significantly. The RLA training alumni stated the relationship between some of the RLA training materials and the competencies needed to carry out significant tasks. In particular, the material provides innovative solutions, and maps stakeholders in building effective teams. In addition, the RLA training alumni stated that the relationship between RLA training materials and the competencies needed to carry out the task was significant. In particular, in the matter of the ability to analyze problems and ensure the successful implementation of innovative solutions.

The thing to note is that the alumni explained that the relationship between the theme of the RLA training and the implementation of the alumni task was not significant. This can be used as an input in the development of the RLA training theme so that the RLA training theme that is developed needs to consider the relationship between the RLA training theme and the trainee's task implementation. In addition, it is necessary to cross-check based on the information of superiors, colleagues and subordinates. However, this information was not obtained because of limitations. Therefore, this research needs to be improved to obtain the data information.

Third, organizational support in the aspects of policies, infrastructure, budget and human resources for innovative interventions / solutions initiated according to the perception of alumni is presented in table 5.

Statement	Perception	Explanation
1. Policy	Yes	- Interventions / innovations among heads of Regional Work Units (SKPD) can lead to mis-perception. - Interventions through the Regional Secretary / Deputy Governor / Governor of the duties and functions of colleagues' SKPD tend to have psycho-sociological implications.
2. Infra-structure	No	
3. Budget	Yes	
4. Human resources	No	

Table 5: Organizational Support for Innovative Interventions / Solutions Initiated According to Alumni Perception

Source: Compiled from the 2018 RLA Post-Training Evaluation Questionnaire which has been filled by alumni of the RLA training from the West Sumatra Provincial Government. Description: The perception of the alumni refers to the Guttman scale (Sugiyono, 1998: 77), namely the choice of yes and no.

Based on Table 5, it is known that organizational support for innovative intervention/ solutions initiated according to alumni perceptions varies. The RLA training alumni stated that there was no organizational support for innovative initiatives / solutions initiated. The absence of organizational support in several aspects includes infrastructure, budget and human resources. However, the RLA training alumni stated that there was organizational support for innovative interventions / solutions initiated in the policy aspect. This is because intervention / innovation among the heads of the Regional Work Unit (SKPD) can lead to mis-perception. In addition, intervention through the Regional Secretary /Deputy Governor/ Governor of the duties and functions of colleagues' SKPD tends to have psycho-sociological implications.

The results of this study still contain weaknesses, among others, because the data used in this study only comes from RLA alumni while data from other parties such as superiors, colleagues and

subordinates of alumni are not obtained. Therefore, further research is needed to overcome this weakness.

5. Conclusion

The results of the post training evaluation of the alumni of reform leader academy in the West Sumatra Provincial Government show the following:

- a. The ability of the RLA alumni to vary their ability to increase, remain and decrease. His ability to increase in problem analysis, mapping stakeholders and communication to subordinates and colleagues. But his ability remains in communication to stakeholders, motivation, building work teams, conducting innovative strategies and innovative interventions / solutions. In addition, his ability to decrease in commitment to monitor innovative interventions / solutions due to organizational mutations
- b. The relationship between RLA training materials and the competencies needed to carry out the tasks varies significantly and significantly. There is a significant relationship between the material providing innovative solutions and mapping stakeholders in building effective teams with the competencies needed to carry out the task. In addition, there is a significant relationship between the ability to analyze problems and ensure the successful implementation of innovative solutions with the competencies needed to carry out the task.
- c. Organizational support for innovative interventions / solutions initiated by alumni is limited to policy support; while infrastructure support, budget and human resources are not available.

It is recommended that alumni empowerment after RLA training through continuous innovation with the support of infrastructure facilities, budget and human resources are needed to ensure the continuation of the implementation of the post-training trainee innovations in their work organizations. The results of this study still contain weaknesses, among others, because the data used in this study only comes from RLA alumni while data from other parties such as superiors, colleagues and subordinates of alumni are not obtained. Therefore, further research is needed for improvement.

References

- Alex Oxtavianus and Heru Margono. 2015. Triangulasi dalam Evaluasi Pascadiklat: Aplikasi pada Evaluasi Pascadiklat Fungsional Statistisi. *Proceeding Pertemuan Ilmiah Tahunan Nasional ke-2 Ikatan Widyaiswara Indonesia Provinsi Banten*.
- Fitriyah, R.N. 2017. Kajian Evaluasi Pasca Diklat dalam Peningkatan Kualitas Penyelenggaraan Diklat. *Kepala LAN: Aceh Tempat yang tepat untuk belajar PRB*. Available at <http://aceh.tribunnews.com/2017/07/07/kepala-lan-aceh-tempat-yang-tepat-untuk-belajar-prb>. (Accessed 29 September 2018).
- Kirkpatrick, J.D. and Kirkpatrick, W.K, 2016. Four Levels of Training Evaluation, 2016.
- Pangdam IM Terima Kunjungan peserta RLA. Available at <http://kodamim-tniad.mil.id/2017/11/07/pangdam-im-terima-kunjungan-peserta-rla/>. (Accessed 29 September 2018).
- Pusat Kajian dan Pendidikan Pelatihan Aparatur IV, Lembaga Administrasi Negara. 2017. Kajian Evaluasi Pasca Diklat Kepemimpinan Tingkat II, III dan IV.
- Pusat Kajian Manajemen Kebijakan, Lembaga Administrasi Negara. 2011. Kajian Kebijakan Penyelenggaraan Diklat Khusus (Implikasi Reformasi Birokrasi).
- Peraturan Presiden Nomor 81/2010 tentang Grand Design Reformasi Birokrasi 2010-2025.
- Peraturan Kepala LAN Nomor 8/2013 tentang Pedoman Penyelenggaraan Pendidikan dan Pelatihan RLA.
- Peraturan Kepala LAN Nomor 37/2015 tentang Pedoman Penyelenggaraan Pendidikan dan Pelatihan RLA.
- Peraturan Kepala LAN Nomor 5/2017 tentang Pedoman Penyelenggaraan Pelatihan RLA. Peraturan pelaksanaan RLA tersebut antara lain mengatur tentang evaluasi pasca pelatihan RLA.

- PKP2A III LAN Samarinda Gelar RLA Angkatan XVI, Idris Bicara Outcome*. Available at <http://detakkaltim.com/index.php/2018/08/13/pkp2a-iii-lan-samarinda-gelar-rla-angkatan-xvi-idris-bicara-outcome/page/7/>. (Accessed 29 September 2018).
- Setiyawan, A. and Margono, H. 2015. Evaluasi Pascadiklat menggunakan Lime Online Survey Aplikasi pada Evaluasi Pascadiklat Fungsional. *Proceeding Pertemuan Ilmiah Tahunan Nasional ke-2 Ikatan Widyaiswara Indonesia Provinsi Banten*.
- Sinergi Multipihak dalam Membangun Masyarakat Tahan Bencana*, <https://bpbd.bogorkab.go.id/sinergi-multipihak-dalam-membangun-masyarakat-tahan-bencana/>. (Accessed 29 September 2018).
- Sugiyono, 1998. *Metode Penelitian Administrasi*, Bandung: CV Alfabeta.
- Suryanto, A. 2018. Strategi for Improving the Effectiveness of Leadership Training: Theoretical and Empirical Reviews. *Jurnal Borneo Administrator*/Volume 14/No. 1/2018, 83.
- Yani, M. 2012. *Manajemen Sumber Daya Manusia*. Jakarta: Mitra Wacana Media.