Evaluating The Effectiveness Of Supervisory Leadership Training Using Kirkpatrick's Model: Evidence From PPSDM Kemendagri Makassar

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Abstract

The Supervisory Leadership Training Program (Pelatihan Kepemimpinan Pengawas, PKP) aims to strengthen managerial competencies among civil servants in Indonesia. This study evaluates the effectiveness of the PKP program conducted at PPSDM Kemendagri Regional Makassar using Kirkpatrick's Four-Level Model: Reaction, Learning, Behavior, and Results. A mixed methods design was employed, combining quantitative data from 107 alumni and qualitative interviews with facilitators, organizers, and mentors. The findings show high participant satisfaction with facilitators and training content, although some digital infrastructure limitations were reported. Participants demonstrated significant improvements in knowledge, leadership skills, and confidence, though engagement during online sessions remained a challenge. Behaviorally, most alumni applied new competencies in the workplace, but organizational support influenced the extent of application. At the results level, positive impact was observed in several work units; however, the lack of a structured post-training monitoring system limited long-term performance evaluation. This study underscores the need for integrated training and performance management systems to ensure sustainable public sector leadership development.

Keywords: *Training Evaluation, Kirkpatrick Model, Supervisory Leadership, Civil Servants, Public Sector Reform*

1. INTRODUCTION

In recent years, the Indonesian government has prioritized civil service reform as a strategic avenue for improving public sector performance. Civil servants (Aparatur Sipil Negara/ASN) are the backbone of bureaucratic governance, playing an essential role in delivering quality public services. However, despite regulatory and structural reforms, many public institutions continue to face persistent issues related to competency, adaptability, and leadership within their human resource systems. This has led to the recognition that administrative reform must go beyond structural adjustments and address the quality and capacity of individual public servants.

To support this vision, competency-based training programs have emerged as a fundamental mechanism for building effective bureaucratic leadership. Among these initiatives is the Supervisory Leadership Training Program (Pelatihan Kepemimpinan Pengawas, PKP), which is designed for midlevel government supervisors transitioning into higher administrative roles. The objective is to enhance managerial competencies, instill ethical leadership, and promote public service innovation.

The training is implemented by several government institutions, including the Pusat Pengembangan Sumber Daya Manusia (PPSDM) Kemendagri, particularly in its Regional Office of Makassar, which oversees 14 provinces in eastern Indonesia. Since 2021, the PPSDM Regional Makassar has adopted a blended learning approach that integrates online asynchronous sessions,

synchronous virtual classrooms, and in-person classical training sessions. This innovation was introduced in alignment with Peraturan Kepala LAN No. 1/K.1/PDP.07/2023 and reflects a broader shift toward digital learning ecosystems in Indonesia's public sector.

However, the extent to which such training programs actually translate into improved leadership competencies, behavior change, and organizational performance remains underexplored. Previous studies (e.g., Sari, 2021; Zahro & Putranto, 2024; Safitri, 2023) have provided descriptive accounts of PKP implementation, yet few offer comprehensive evaluations using theoretically grounded models. This study addresses that gap by applying Kirkpatrick's Four-Level Training Evaluation Model (Reaction, Learning, Behavior, and Results) to assess the PKP conducted at PPSDM Regional Makassar.

Through a mixed methods approach—using quantitative surveys distributed to 107 alumni and qualitative interviews with facilitators, organizers, and mentors—this study aims to evaluate not only participants' satisfaction and learning outcomes, but also post-training behavior and contribution to institutional performance. This article thus contributes both practical insights for public training institutions and theoretical advancements for evaluating civil service training effectiveness in a decentralized bureaucratic context.

2. LITERATURE REVIEW

2.1 Training and Development in the Public Sector

The development of human capital in public institutions is a strategic necessity for enhancing governance performance. In Indonesia, the quality of public service delivery is intrinsically tied to the competency and professionalism of civil servants (ASN). As noted by Sedarmayanti (2007), human resource development must address not only technical skills but also moral, behavioral, and social competencies, especially within a bureaucratic environment. The Law No. 20/2023 on ASN and Government Regulation No. 11/2017 on ASN Management institutionalize the need for structured, continuous professional development—mandating each ASN to undertake a minimum of 20 learning hours per year through formal or non-formal education and training.

Leadership training has emerged as a core instrument for developing managerial competence. The Supervisory Leadership Training (Pelatihan Kepemimpinan Pengawas, PKP) is a national leadership program that focuses on preparing mid-level managers to take on more strategic and supervisory roles within government institutions. It aims to foster ethical governance, team leadership, and innovation in public service delivery.

2.2 The Kirkpatrick Model of Training Evaluation

To assess the effectiveness of training programs, Donald L. Kirkpatrick (1959) developed a four-level model that remains widely used across education, corporate, and public service contexts. The model includes:

- Level 1 – Reaction: Measures participants' satisfaction and engagement with the training content, instructors, methods, and facilities.
- Level 2 – Learning: Assesses the acquisition of knowledge, skills, and attitudes as a result of the training.
- Level 3 – Behavior: Evaluates the extent to which participants apply their new competencies in their workplace.

- Level 4 – Results: Examines the overall impact of training on organizational performance and long-term outcomes.

This model is particularly suitable for government training because it captures both individual-level and institutional-level effects, aligning well with competency-based civil service frameworks (Kirkpatrick & Kirkpatrick, 2016). In recent adaptations, additional sub-indicators have been introduced, such as engagement, commitment, confidence, and environmental support.

2.3 Empirical Studies in Indonesian Context

Several studies have employed Kirkpatrick's model to evaluate leadership training for civil servants in Indonesia. For instance, Safitri (2023) evaluated PKP implementation in South Sumatra and found positive reactions and learning gains, although long-term organizational outcomes remained inconclusive. Surjanto (2022) used Levels 1 and 2 of the model in Sukabumi and highlighted high satisfaction with trainers but noted deficiencies in facility quality and learning infrastructure.

In contrast, Zahro and Putranto (2024) applied the CIPP model (Context, Input, Process, Product) to examine PKP at LAN's training center, emphasizing the need for curriculum redesign and more systematic evaluation procedures. Their findings suggest that while content delivery is strong, evaluation mechanisms remain fragmented. Sari (2021) also evaluated Diklatpim IV (now PKP) in Lahat District but provided only a partial evaluation without longitudinal behavior assessment.

These studies collectively affirm that while the PKP program shows promise in immediate learning outcomes, there is limited research that comprehensively tracks all four Kirkpatrick levels—particularly long-term behavior change and organizational impact. Moreover, very few studies have examined blended learning formats or evaluated training in geographically decentralized regions like Eastern Indonesia.

2.4 Blended Learning in Government Training

The implementation of blended learning—combining synchronous and asynchronous digital instruction with in-person sessions—is growing in government training institutions. According to Anggraeni & Nuraini (2022), blended learning strengthens traditional training formats through flexibility and accessibility but may also face technological and motivational challenges. PPSDM Makassar has implemented blended learning since 2022, following LAN's updated curriculum. However, technical limitations such as limited access to Learning Management Systems (LMS) and insufficient digital infrastructure remain concerns.

Hidayah (2020) observed that effective blended learning requires robust digital platforms and adaptive pedagogical strategies. In the context of government leadership training, blended learning must ensure not only knowledge transfer but also behavior modeling, peer learning, and projectbased application—components that are often harder to measure in virtual environments.

2.5 Research Gap

Despite an expanding body of work on leadership training evaluation in Indonesia, significant gaps remain. Few studies apply all four levels of Kirkpatrick's model in a single framework. Even fewer evaluate the long-term impact of training on workplace behavior and organizational performance, particularly in decentralized training institutions such as PPSDM Regional Makassar. Moreover, the literature lacks empirical evaluation of blended learning's effectiveness within leadership development programs for mid-level civil servants.

This study contributes to closing these gaps by using Kirkpatrick's model to evaluate the PKP program at PPSDM Kemendagri Regional Makassar, combining quantitative and qualitative data to deliver a holistic analysis. It also investigates the implications of blended learning on training outcomes in a regional, resource-limited setting.

3. METHODOLOGY

3.1 Research Design

This study adopts a mixed methods approach that combines quantitative and qualitative techniques to evaluate the effectiveness of the Supervisory Leadership Training Program (Pelatihan Kepemimpinan Pengawas, PKP) at PPSDM Kemendagri Regional Makassar. The mixed methods design allows for both breadth (via structured surveys) and depth (via semi-structured interviews), providing a comprehensive understanding of training outcomes based on Kirkpatrick's Four-Level Evaluation Model: Reaction, Learning, Behavior, and Results.

The research follows a descriptive evaluative design, aiming to describe and analyze program effectiveness rather than test causal relationships. This approach is particularly suited to training evaluation, as it enables an exploration of both perceptual (reaction) and outcome-based (behavioral and organizational) indicators.

3.2 Study Location and Population

The study was conducted at the Pusat Pengembangan Sumber Daya Manusia (PPSDM) Regional Makassar, a government training institution under the Ministry of Home Affairs responsible for civil servant development across 14 provinces in Eastern Indonesia. The research population consists of civil servants who participated in the PKP program across three cohorts: 2022 (Batch I), 2023 (Batch I), and 2024 (Batch III).

3.3 Sampling and Respondents

The quantitative component of the study surveyed 107 alumni from a total of 120 training participants, using saturated sampling (total sampling) since the population size was manageable and highly relevant. The qualitative component employed purposive sampling, targeting stakeholders directly involved in training delivery and post-training mentorship. The qualitative interview respondents included:

- 3 training organizers (coordinators)
- 4 facilitators/instructors (widyaiswara)
- 3 mentors (supervisors of participant's change projects)

3.4 Data Collection Instruments

Quantitative data were collected through a structured Likert-scale questionnaire that evaluated alumni perceptions across the four Kirkpatrick levels. The instrument consisted of 65 items across subdimensions such as satisfaction, relevance, learning gains, behavioral change, and organizational results.

The instrument's reliability was tested using Cronbach's Alpha, yielding a coefficient of 0.90, indicating a very high level of internal consistency.

Qualitative data were gathered through semi-structured interviews with facilitators, organizers, and mentors, focusing on their perspectives regarding participant engagement, curriculum effectiveness,

application of leadership skills in the workplace, and systemic challenges in implementation. Supplementary document analysis was also conducted on training materials, institutional reports, participant evaluations, and policy guidelines.

3.5 Data Analysis Techniques

Quantitative analysis was carried out using descriptive statistics, including mean scores, frequency distribution, and standard deviation for each subdimension in the Kirkpatrick model. This helped to determine the perceived effectiveness at each evaluation level from the alumni's perspective.

Qualitative data were analyzed using the thematic content analysis technique. Interview transcripts were coded and categorized into themes that aligned with the Kirkpatrick framework (e.g., learning satisfaction, skill application, support structures). Data triangulation between interviews and documents was conducted to ensure consistency and validate findings.

3.6 Ethical Considerations

Ethical clearance was obtained from the Faculty of Social and Political Sciences at Hasanuddin University. All participants were informed of the study's purpose and voluntarily consented to participate. Anonymity and confidentiality of responses were maintained throughout the research process.

4. RESULTS

4.1 Reaction

This level evaluates participants' immediate reactions to the training program, particularly focusing on satisfaction with facilitators, materials, training environment, and relevance to job responsibilities.

4.1.1 Satisfaction with Training Facilities

The training was conducted using a blended learning model, incorporating face-to-face sessions and online components. Survey responses from 107 alumni indicated generally high satisfaction with the learning environment. For example, 82 respondents were "very satisfied" with the comfort of the training environment, and 75 respondents "strongly agreed" that the classroom setup supported learning activities. However, several participants reported issues with digital infrastructure, including limited access to Learning Management Systems (LMS) and suboptimal projector and audio systems in some classrooms.

Qualitative data supported these findings. One mentor noted, "The training center is generally comfortable, but presentation devices in classrooms should be improved to support online and hybrid sessions more effectively." Similarly, facilitators acknowledged the need for upgraded smart boards and digital tools to improve instructional delivery.

4.1.2 Satisfaction with Facilitators

Facilitators and coaches played a crucial role in delivering instructional content and guiding participants through the design and implementation of change projects. Out of six survey indicators related to facilitator quality, 85 alumni "strongly agreed" that facilitators provided motivation, while 73 agreed that instructors developed training materials effectively. Only a small minority (less than 5%) expressed dissatisfaction.

In interviews, mentors and organizers echoed this sentiment, emphasizing the facilitators' professionalism, adaptability during online sessions, and ability to engage participants. However, the need for more interactive sessions and case-based discussions was mentioned as a point for future improvement.

4.1.3 Relevance and Engagement

The relevance of the training content to participants' roles was widely acknowledged. Approximately 78% of respondents agreed or strongly agreed that the curriculum aligned with their job responsibilities and helped address real-world administrative challenges. Participants also noted that the blended model allowed for flexibility, although it demanded higher levels of self-discipline and time management.

Overall, the reaction level demonstrated strong positive reception across all evaluated dimensions, but identified areas for development in terms of digital infrastructure and interactive pedagogy.

4.2 Learning

This level of Kirkpatrick's evaluation assesses the extent to which participants have gained knowledge, improved skills, developed attitudes, and built confidence and commitment as a result of the training.

4.2.1 Knowledge Acquisition

Survey data indicated a marked increase in participants' understanding of core leadership concepts, including strategic planning, public service ethics, and change management. Approximately 79% of alumni reported a significant improvement in their understanding of public sector leadership frameworks after completing the training. The mean score on knowledge acquisition items exceeded 4.2 on a 5-point Likert scale, indicating strong agreement across the board.

Interview responses reinforced these findings. One facilitator noted, "Participants showed improvement in how they framed policy problems and formulated strategic responses, particularly during group projects and coaching sessions."

4.2.2 Skills Development

Participants reported improved skills in areas such as team coordination, performance evaluation, and use of digital tools for service delivery. This was particularly evident during the implementation of individual change projects (aksi perubahan), which required participants to apply project management, stakeholder communication, and problem-solving skills in their own institutional contexts.

However, mentors emphasized that skill application varied across participants. While some demonstrated strong adaptability and leadership, others required more intensive coaching and organizational support.

4.2.3 Attitude and Discipline

A more mixed result appeared in the area of attitude, especially regarding discipline in online learning. Several respondents and facilitators observed challenges with participant punctuality and engagement during asynchronous modules. Around 18% of alumni reported difficulties maintaining

focus and structure during self-paced sessions, suggesting that motivation and time management training should be emphasized in future programs.

Nevertheless, the majority of participants showed positive shifts in attitude toward collaborative leadership, public service innovation, and ethical accountability, particularly after face-to-face modules and coaching periods.

4.2.4 Confidence and Commitment

On questions related to confidence and commitment, the responses were overwhelmingly positive. Over 80% of alumni expressed increased self-confidence in leading teams, making decisions, and initiating change in their workplaces. Many reported a renewed sense of purpose and responsibility toward delivering quality public services.

Facilitators and organizers also acknowledged this development. One organizer stated, "We've seen participants grow from hesitant mid-level supervisors to assertive, problem-solving leaders by the end of the program."

4.3 Behavior

This level of evaluation focuses on behavioral changes exhibited by participants in the workplace following their participation in the training. It assesses the extent to which the knowledge and skills acquired during the training are applied in real organizational contexts.

4.3.1 Application of Skills in the Workplace

Graduates of the PKP program generally reported applying their newly developed competencies in their respective work environments. Approximately 72% of respondents indicated that they had implemented leadership practices, including delegation, team coordination, performance monitoring, and problem-solving. Many participants contributed to the development or revision of Standard Operating Procedures (SOPs), initiated public service innovations, and provided mentorship to junior staff.

However, these behavioral improvements were not uniformly experienced across all participants. Data from qualitative interviews revealed that organizational support significantly influenced the extent of behavioral change. Alumni who received ongoing support from supervisors and colleagues were more successful in applying their new skills. In contrast, those operating in rigid, hierarchical, or unsupportive environments struggled to maintain momentum and implement innovations posttraining.

4.3.2 Factors Influencing Behavior Change

The analysis identified several enabling and inhibiting factors affecting behavioral change:

● Enablers:

○ Post-training mentoring and encouragement from supervisors ○ Institutionalization of change projects into official work programs ○ Leadership recognition and incentive mechanisms ○ Opportunities for interdepartmental collaboration and peer learning ● Barriers:

○ Absence of organizational follow-up or performance appraisal mechanisms ○ Excessive workloads limiting opportunities to apply new competencies ○ High turnover among organizational leadership, disrupting project continuity ○ Technological constraints, particularly in remote or under-resourced regions

One mentor remarked, "Behavioral improvements are visible during and shortly after training, but without sustained reinforcement or institutional follow-through, they often diminish within a few months." This suggests that behavioral change is influenced not only by personal initiative, but also by systemic, managerial, and cultural factors within the organization.

4.3.3 Impact on Work Culture

There was notable evidence that PKP alumni contributed to positive cultural shifts within their organizations. These included enhanced internal communication, greater transparency in decisionmaking, and increased proactive problem-solving. These cultural changes were most pronounced in departments where multiple team members had undergone the training, indicating the importance of collective leadership development in fostering long-term transformation.

4.4 Results

The fourth level of Kirkpatrick's model evaluates the organizational impact of the training program—whether participants' learning leads to tangible improvements in their work units and contributes to institutional performance.

4.4.1 Contribution to Organizational Outcomes

Most PKP alumni reported that the training contributed positively to their organizational performance. Notable outcomes included:

- Implementation of change projects (aksi perubahan) focusing on public service improvement, internal governance, and digital systems.
- Development of new or revised Standard Operating Procedures (SOPs) that streamlined workflows.
- Enhanced cross-departmental coordination and increased innovation initiatives in several work units.

For example, some participants successfully implemented QR-based queueing systems, digital employee attendance tracking, and new SOPs for frontline services. However, the sustainability of these projects largely depended on organizational support, especially leadership commitment and alignment with institutional priorities.

4.4.2 Absence of Structured Monitoring

A key limitation identified in this study was the absence of a formal post-training monitoring system at PPSDM Kemendagri Regional Makassar. While participants were required to design and present change projects, there was no structured mechanism for tracking implementation progress or evaluating long-term impact.

Several mentors noted that post-training communication with alumni often ceased after the final assessment. As a result, institutional leaders lacked reliable data on whether the training had produced lasting behavioral or organizational change, limiting evidence-based planning and followup.

4.4.3 Alignment with Institutional Strategies

Only around 40% of alumni reported that their change projects had been formally integrated into their institution's strategic plans (Renstra) or annual work programs (Renja). This misalignment poses a challenge to ensuring sustainability and institutional adoption of innovative practices initiated during the training.

However, in cases where integration occurred, projects had a higher success rate and more measurable impact. One program organizer remarked, "When change initiatives are linked to strategic agendas, implementation becomes part of institutional workflow and gains long-term traction."

5. CONCLUSION AND RECOMMENDATIONS

This study evaluated the effectiveness of the Supervisory Leadership Training (PKP) program conducted at PPSDM Kemendagri Regional Makassar using Kirkpatrick's four-level model. Results indicated high participant satisfaction, significant learning gains, and moderate behavioral application, but limited organizational outcome measurement.

Recommendations include:

- Strengthening digital infrastructure to support blended learning.
- Providing post-training mentorship and institutional support.
- Establishing a formal post-training monitoring system in alignment with LAN's performance standards.
- Emphasizing behavioral reinforcement at the organizational level to sustain training outcomes.

Future studies should explore long-term training impacts and comparative evaluations across regional PPSDM centers to refine national training policies.

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