

The Effect of Educational Curriculum and Training of Leadership Level IV, Widyaiswara Competency and Infrastructure Facilities of Performance Education and Training Results Graduates of Education and Leadership Training Level IV in the Human Resource Development Agency West Java Province

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Abstract:- Research on the performance of education and training graduates is important and is an evaluation of the success of the education and training implementation at the West Java Province Human Resources Development Agency. The purpose of this study was to determine the effect of the Leadership Training and Education curriculum of IV, widyaiswara competence, infrastructure facilities to the performance mediated by the results of education and training of Graduates in Leadership Training IV in the Human Resources Development Agency of West Java Province. This type of research is quantitative with descriptive survey research methods. Respondents used were graduate of Leadership Training and Training IV in the District and City Governments in West Java Province in 2017 with a sample of 82 people selected using random sampling techniques. Research data collection uses four methods, namely observation, interview, questionnaire distribution, and literature study. Data analysis consists of descriptive analysis and inductive / quantitative analysis using the Structural Equation Model statistical model with Partial Least Square Software. The results of the analysis showed that partially the Leadership Training Curriculum of IV, Widyaiswara Competence, Infrastructure facilities had a positive effect of 59.34% 5 on the results of the training with each contribution of 25.55% (curriculum), 21.37% (widyaiswara competence) and 12.42% (facilities and infrastructure). The Influence of Leadership Education and Training Curriculum IV, Widyaiswara Competence, Infrastructure facilities had a positive effect of 44.83% on performance with each contribution of 19.08% (curriculum), 16.15% (widyaiswara competence), and 9.60% (facilities and infrastructure). While the results of education and training have a positive effect on performance by 37.95%. Simultaneously, Leadership Training Curriculum, Widyaiswara Competencies, Infrastructure facilities and training results have a significant influence on the performance of Level IV Leadership Training graduate with a contribution of 82.77%. This means that the improvement Leadership

Training Curriculum, Widyaiswara Competence, Infrastructure facilities and training results will be able to improve performance among civil servants.

Keywords:- Level IV Leadership Training Curriculum, Widyaiswara Competence, Infrastructure, Training Results And Training Graduate Performance.

I. INTRODUCTION

Fundamental issues related to the low performance of civil servants are weak bureaucracy and low productivity. For the bureaucratic problem, a policy related to bureaucratic reform has been carried out, where every government agency must actively participate in improving the performance of shaded employees and simplifying the bureaucratic system which is considered inefficient. On the other hand there are many factors causing problems related to the productivity of civil servants including: First, many people assume that civil servants are casual work, the assumption is that people who are interested in working as civil servants also hope to work in a relaxed manner. If this mindset continues to live, people who work as civil servants will have a reluctance to be busy with work. As a result, the majority of civil servants are still people who are lazy to work and are increasingly fostering this relaxed stigma. Secondly, the number of employees that is too much certainly affects employee productivity significantly. Thirdly the amount of work that is charged to one person is too little. This condition may occur partly because the organizational structure is too fat, so that each unit under an agency has a responsibility that is lower than its capacity. The four target slack in completing work that does not exist is related to the low quantity of work supervision from superiors resulting in the absence of adequate pressure to immediately complete the work. Fifth, exploit the performance of employees who are diligent and competent, so that performance only depends on employees who are diligent. One contributing factor is the difficulty of imposing sanctions (penalties) on unproductive employees so that superiors have a tendency to submit work to diligent subordinates. Sixth, jobs that do not match their

competence and expertise will certainly become unproductive employees. (Syahfrudin, 2012). The performance of the state apparatus is still a big record. The Ministry of Administrative Reform and Bureaucracy Reform revealed that there were 30% or around 1.35 million civil servants whose performance was classified as poor. Therefore of course this matter should not be protracted must be immediately addressed, one of them with education and training.

Leadership Training is expected to be able to improve individual performance and Graduate institutions are expected to be able to show improved performance by implementing knowledge gained during the training and adapted to the conditions of graduate institutions. In addition, another expected competency is the emergence of adaptive leadership competencies. Leaders are expected to be able to mobilize available resources to achieve organizational goals. This competency is also expected to increase the ability of leaders to build and encourage innovation in their institutions.

Post-training review of PKP2A IV LAN Aceh Besar leadership in 2017 the intensity of the impact of Leadership Training on improving performance varies. For output and outcome levels, as many as 28.57 percent of graduate stated that there was a high increase after attending the Leadership Training while 27.38 percent of graduate stated the low increase in output and outcome after Leadership Training.

In many cases, the participation of an employee in Pelatihanpim not only does not benefit employees' careers, but also does not benefit the organization. As stated by one of the Deputy LANs that states: there is no link between the employment policy and training policies; education and training have not been directly related to career planning; the training has not been based on the analysis of training needs; and education and training have not been directly based on competence (Noorsyamsa, 2008).

In the context of increasing the competency and professionalism of the government apparatus, related to the implementation of the New Pattern of Training for government apparatuses, the Head of the State Administrative Agency of the Republic of Indonesia has issued Decree of the Head of LAN RI Number: 18, 19 and 20 of 2015 concerning Guidelines for Implementing Pelatihanpim II, III and IV and Decree of the Head of LAN RI Number 13 and 14 of 2013 concerning general guidelines for the development of technical and functional training which forms the basis of the technical and functional training of various training institutions throughout Indonesia.

The above question is very interesting and important to study, especially in relation to apparatus performance problems after attending Level IV Leadership Training. As far as I can trace, empirical research in the study is still very limited. Thus, the authors intend to examine the influence of the TK Leadership Training Curriculum. IV, Widyaisara Competence, Facilities and Infrastructure on

the performance mediated by the training results of the graduate, which implicitly.

II. THEORETICAL REVIEW

➤ *Curriculum*

According to Nana Syaodah, 2009: 5 that the curriculum is a plan that provides guidance or guidance in the process of teaching and learning activities, while in the opinion of Nasution (2006: 5) which states that the curriculum is seen as a plan prepared to expedite the teaching-learning process in under the guidance and responsibility of schools or educational institutions and their teaching staff. According to Law Number 20 of 2003 concerning the National Education System Article 1 point 19, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. The curriculum is usually distinguished between the curriculum as a plan and the functional curriculum. The written plan is a curriculum document, while the curriculum operated in the classroom is a functional curriculum (Nana Syaodah, 2009: 5).

➤ *Widyaiswara Competence*

Widyaiswara is a Civil Servant who is appointed as a functional official by an authorized official with the duties, responsibilities, authority to educate, teach and / or train civil servants in government education and training institutions. While the competency standards that must be possessed by Widyaiswara are: First, learning management competencies are the abilities that Widyaiswara must have in planning, organizing, implementing and evaluating learning. The competencies that need to be developed are: a) Making an Outline of the Learning Program / Design and Development of Learning Subjects and Learning Programs; b) compile teaching materials; c) applying adult learning; d) make effective communication with students; e) motivate participants' learning enthusiasm; and; f) evaluating learning. Secondly, personal competence is the ability that widyaiswara must have regarding their conduct in carrying out their job duties that can be observed and set an example for trainees. These personality competencies include: a) personal appearance that can be emulated; b) implement the code of ethics and show a work ethic as professional lecturers. The third social competency is that must be held by widyaiswara in conducting relations with their work environment. Social competence includes: a) fostering relationships and cooperation with fellow widyaiswara; and b) establish relationships with organizers / managers of education and training institutions. The four substantive competencies are the abilities that must be possessed by lecturers in the field of science and skills in the teaching and learning subject matter, which includes substantive competencies are: a) mastering science and practicing skills in accordance with the training material being taught; b) write a rich scientific writing related to the scope of the education and or development of specialization. (Article No. 5 of 2008).

➤ *Facilities and infrastructure*

Supporting Training Facilities are education and training facilities and infrastructure that are specifically directly used and support the education and training process, particularly teaching and learning facilities and infrastructure, such as buildings, classrooms, tables and chairs, as well as other educational tools and facilities, such as the yard, garden, school garden, the road to school, but if used directly for the teaching and learning process, such as a school garden for biology education, the school yard as well as a sports field, these components are educational facilities (Mulyasa, 2002). The other side related to the use of facilities and infrastructure according to Moenir (2006: 120) consists of: First, work equipment, which is all types of objects that function directly as means of production to produce goods or function to process goods with different functions and uses. Secondly, work equipment, which is all types of objects that function as indirect auxiliary tools in production, speeding up the process, generating and increasing comfort in work and Thirdly, auxiliary equipment or facilities, namely all types of objects that function to help smooth movement in work, such as typewriters, air conditioning, attendance, and power generation.

➤ *Concept of Training Results*

Each training course as a learning process is expected to be effective in achieving it for its goals and objectives. According to Soedjadi (1991: 10), learning outcomes are seen as an indicator of the quality of education and it is important to realize that learning outcomes are part of educational outcomes. Learning outcomes according to Sudjana (2004: 40) may include changes in student behavior in the realm of cognition, affection, and / or psychomotor. Learning outcomes can also be in the form of mastery of certain knowledge, an independent student figure, freedom of thought and so forth. The cognitive domain according to Bloom and colleagues consists of knowledge, understanding, application, analysis, synthetics, and evaluation. The affective domain according to Kratwohl's Taxonomy Bloom and friends consists of acceptance, participation, assessment / determination of attitude, organization, and lifestyle formation. The psychomotor domain according to Samson's classification consists of perception, readiness, guided movements, accustomed movements, complex movements, adjustment of movement patterns, and creativity. (Sudjana, 2004: 22).

Agree with the above, Makmun (2007: 189-190) explains about the domain of learning outcomes in an instructional perspective covering three things, namely: 1) cognitive aspects, namely concerning knowledge, understanding, application, analysis, synthesis and evaluation, 2) affective aspects, namely regarding acceptance, welcome, appreciation, deepening, appreciation, and 3) conative aspects, namely concerning the coordination of general / global body movements, coordination of subtle / beautiful / specific body movements, and expressive movements nonverbally. In analysis, the definition of competency according to PP No. 101 of 2000 indicates the three dimensions of competency

that must be possessed by every civil servant, namely the dimensions of (a) knowledge, (b) skills, and (c) attitudes and behavior.

➤ *Performance of Training Participants Graduate*

Many experts' opinions related to the definition of performance is the result or output of a process (Nurlaila, 2010: 71). Meanwhile, according to the behavioral approach in management, performance is the quantity or quality of something that is produced or services provided by someone who does the work (Luthans, 2005: 165). Performance is work performance, namely the comparison between work results with established standards (Dessler, 2000 : 41). Performance is the result of work both in quality and quantity achieved by someone in carrying out tasks according to the responsibilities given (Mangkunagara, 2002: 22).

The indicators of employee performance according to Robbin (2006: 260) include first the quality of work measured from employee perceptions of the quality of work produced as well as the perfection of the task of employee skills and abilities. Both quantities represent the amount produced expressed in terms such as the number of units, the number of activity cycles completed. Third, the timeliness is the level of activity completed at the beginning of the stated time, viewed from the point of coordination with the outputs and maximizing the time available for other activities. The fourth effectiveness is the level of use of organizational resources (energy, money, technology, raw materials) maximized with the aim of increasing the yield of each unit in the use of resources. Fifth independence Is the level of an employee who will be able to carry out the work function work Commitment. Is a level where employees have a commitment to work with the agency and employee responsibilities towards the office. The sixth commitment is a level where employees have a commitment to work with the agency and employee responsibilities to the office.

➤ *Performance Evaluation of Civil Servants' Work*

Law Number 5 of 2014 concerning State Civil Apparatus, which mandates that one of the coaching of employees through career development, one of which is through employee performance appraisal. Government Regulations as mandated by the law, the provisions regarding PPKPNS stipulated in PP No. 46 of 2011 is still valid. For the provisions of its implementation it has been regulated in the Regulation of the Head of the Civil Service Agency No. 1 of 2013 concerning Provisions for Implementing Government Regulation Number 46 of 2011 concerning Performance Evaluation of Civil Servants' Work. This Regulation of the Head of the Civil Service Agency, is used as a guideline for every Civil Serv and other officials with an interest in implementing provisions of Government Regulation Number 46 of 2011.

Evaluation of Civil Servant Work Achievement includes aspects: First the quantity (Target Output) in determining the target output can be documents, concepts, texts, decisions, packages, reports, and others. Second the

quality (quality target), in determining the target we predict on the quality of the best work, Third time, in determining the target time must take into account how much time is needed to complete a job. Fourth, in determining the target, the cost must be calculated how much the cost is needed to complete a job in I (one) year.

Evaluation of PNS Behavior includes aspects: First, service orientation, is the attitude and behavior of civil servants in providing the best service to those served, including among others the community, superiors, colleagues, related work units, and / or other agencies. Second, Integrity, is the ability to act in accordance with values, norms and ethics in the organization. Thirdly, commitment is the willingness and ability to harmonize the attitudes and actions of civil servants to realize organizational goals by prioritizing the interests of the dina rather than the interests of themselves, individuals and / or groups. The four disciplines, are the ability of the Civil Servants of Spil to obey their obligations and avoid the prohibitions specified in the laws and regulations or official regulations which if not obeyed or violated are disciplined. Fifth cooperation, is the willingness and ability of civil servants to work together with colleagues, superiors, subordinates in their work units and other agencies in

completing a given task and responsibility, so as to achieve maximum efficiency and effectiveness. The Sixth Leadership, is the ability and willingness of civil servants to motivate and influence subordinates or other people related to their area of work with the achievement of organizational goals.

➤ *Research model*

In this study consists of independent variables or exogenous variables, namely variables that become components of the results of the Training, which include: Independent variables or exogenous variables, namely variables that become components of the results of the Training, which includes: Training Curriculum Level IV (X1), Widyaiswara Competence (X2), and Facilities and Infrastructure variables (X3). Intervening variables, namely training outcome variables (Y1) Dependent variables or endogenous variables, namely Performance variables (Y2) Structurally, relationships between variables explaining the influence/impact of independent / exogenous variables (Level IV Training Curriculum, Teacher Training Competencies, and variables) Facilities and Infrastructure) to the dependent / endogenous variable (Performance) can be described as follows:

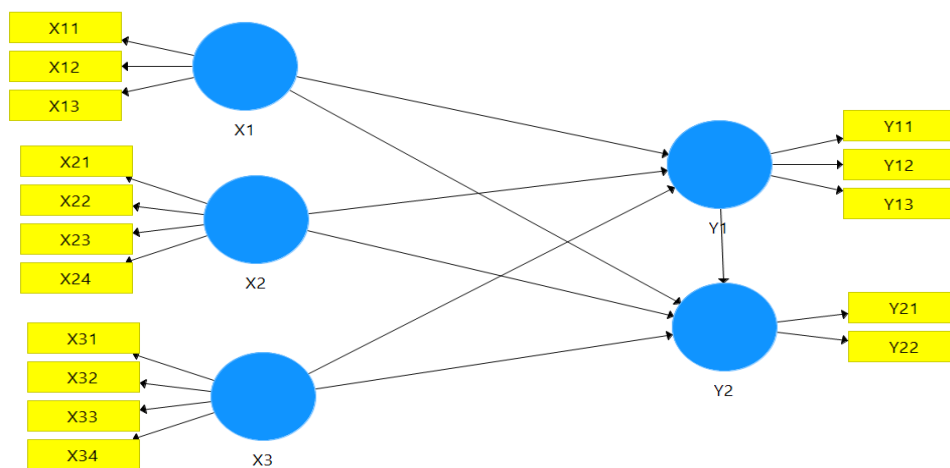


Fig 1:- Structure of Intervariable Relations

➤ *Research Hypothesis*

- Partial hypothesis

- H1: Level Leadership Training Curriculum IV (X1) has a positive effect on results training (Y1)
- H2: Widyaiswara Competence (X2) has a positive effect on training outcomes (Y1)
- H3. Infrastructure means positive (X3) on the results of training (Y1)
- H4: Level (X1) has a positive effect on performance (Y2)
- H5: Widyaiswara Competence (X2) has a positive effect on performance (Y2)
- H6: Infrastructure Facilities (X3) has a positive effect on performance (Y2) in West Java
- H7: Training results (Y1) have a positive effect on performance (Y2) Simultaneous hypothesis

H8: Level IV, widyaiswara competencies and facilities infrastructure (X3) has a positive effect on training outcomes (Y1)

H9: Kindergarten Leadership Training Training Curriculum. IV, widyaiswara competence, facilities infrastructure and training results (X3) have a positive effect on performance (Y2)

III. RESEARCH METHODS

The research method used is research according to the level of explanation with a quantitative approach and with survey research methods. The quantitative approach is used because it is more suitable to be applied considering this research was carried out on a number of individual samples and with a variety of organizational units. The study population was the graduate of the Level IV Leadership Training in 2017. The selection of the graduate of the Level

IV Leadership Training in the class was because they had experienced the learning process of the Level IV Leadership Training which within six months or one year after graduation was estimated to have had a significant impact on the implementation of their duties. Based on data sourced from the Human Resources Development Agency of West Java province, during the period of 2017, there were a number of 442 Level IV Leadership Training graduate. then taken a sample using the formula Yamane (Sugiyono, 2004: 65) by setting a precision level of 0.1 (10%), so that a minimum sample of 82 graduate is obtained. In order to be representative, the sampling technique used in proportion sampling, taking into account the presence of different graduate in each OPD. The data needed in this study was obtained by distributing

questionnaires. The questionnaire used was first tested for its validity and reliability with a statistical test. Furthermore, to discuss the problem and obtain the conclusion of this study two types of analysis are used, namely descriptive analysis and inductive / quantitative analysis. The analysis technique is carried out using the Structural Equation Model (SEM) approach using Partial Least Square Software (PLS).

IV. RESEARCH RESULTS AND DISCUSSION

➤ *Descriptive Analysis*

The following results of the analysis of the average response of respondents on each research variable.

No	Variable	Score		%	Criteria
		Actual	Ideal		
1	Training Curriculum Level IV	3222	4920	65.49	Sufficient
2	Competency widyaswara	2838	4100	69.22	Good
3	Facilities and infrastructure	5422	7380	73.47	Good
4	Training results	5798	9430	61.48	Sufficient
5	Performance of training graduates	2597	4100	63.34	Sufficient

Table 1:- Recapitulation of the results of responses on all variables

Based on Table 1 shows that the percentage of respondents' responses to the curriculum variable of IV Training is 65.49%, meaning that the respondent answers questions about the curriculum variable is sufficient. The percentage of respondents' responses to the Widwaswara competency variable is 69.22%, meaning that the respondent answers questions about the Widwaswara competency variable is good. The percentage of respondents' responses to the facilities and infrastructure variable was 73.47%, meaning that the respondent answered questions about the facilities and infrastructure variables was good. The percentage of respondents' responses to the training outcome variable was 61.48%, meaning that the respondent answered questions about the

training outcome variable was sufficient. The percentage of respondents' responses to the performance variable of training graduates is 63.34%, meaning that the respondent answers questions about the variable of training graduates' performance is sufficient.

From the analysis of Structural Equation Modeling (SEM) testing through the Partial Least Square (PLS) approach, it showed good compatibility including Convergent Validity, Discriminant Validity, composite reliability, Evaluation of Fit Test of Combination Model. From the results of the analysis above, it can be concluded that the suitability of all models meets the requirements (goodness of fit) to use SEM PLS.

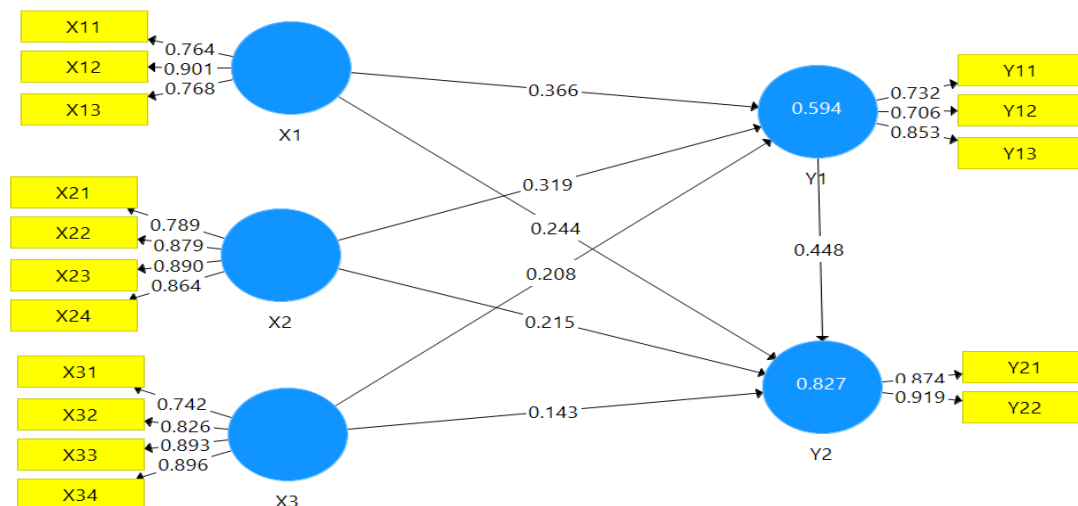


Figure 2 Complete Model Path Chart of Standardized Coefficients

From the results of the path diagram can be explained as follows:

The Relationship			Coefficient	Determinant Partial Coefficient	Simultaneous Determinant Coefficient	T count	P-value	Conclusion
Curriculum Training IV	→	Training results	0.366	25.55%	59.34%	3.479	0.001	Significant (Ho rejected)
Widyaswara competence	→	Training results	0.319	21.37%		3.485	0.001	Significant (Ho rejected)
Facilities and infrastructure		Training results	0.208	12.42%		2.082	0.038	Significant (Ho rejected)

Table 2:- Effects Widyaswara competence and facilities and infrastructure for the results of the training.

In table 2 the following is explained:

- Level IV Training curriculum variables on the results of the training. Hypothesis testing shows value = 0.001 smaller than 0.05 (0.001 <0.05) meaning that there is a significant influence between curriculum changes on training results. The amount of direct influence is 25.55%.
- Widyaswara competency variable on the results of the training. Hypothesis testing shows that p value = 0.001 is smaller than 0.05 (0.001 <0.05), which means that there is a significant influence between widyaswara competencies on training results. The amount of direct influence is 21.37%.
- Variable Facilities and infrastructure for the results of the training. Hypothesis testing shows that p value = 0.038 is smaller than 0.05 (0.038 <0.05) which means that there is a significant influence between means and infrastructure on the results of training. The amount of direct influence is 12.42%.
- The magnitude of the simultaneous influence between the training curriculum Level IV, widyaiswara competencies and facilities and infrastructure on the results of the training amounted to 59.34%.

The Relationship			Coefficient	Determinant Partial Coefficient	Simultaneous Determinant Coefficient	T count	P-value	Conclusion
Curriculum Training IV	→	Training results	0.244	19.08%	82.70%	3.34	0.001	Significant (Ho rejected)
Widyaswara competence	→	Training results	0.215	16.15%		2.949	0.003	Significant (Ho rejected)
Facilities and infrastructure	→	Training results	0.143	9.60%		2.212	0.027	Significant (Ho rejected)
Training Results	→	Training results	0.448	37.95%		5.12	0.00	Significant (Ho rejected)

Table 3:- Effects Curriculum Training, Widyaswara competence and facilities and infrastructure for the results of the training and Training Results on the Performance of Training Graduates.

In table 3 the following is explained:

- Level IV training curriculum variables on the performance of training graduates. Hypothesis testing shows p value = 0.001 smaller than 0.05 (0.001 <0.05) meaning that there is a significant influence between curriculum changes on the performance of training graduates. The amount of direct influence is 19.08%.
- Widyaswara competency variable on the performance of training graduates. Hypothesis testing shows p value = 0.003 smaller than 0.05 (0.001 <0.05) meaning that there is a significant influence between widyaswara's competence on the performance of training graduates. The amount of direct influence is 16.15%.
- Variable Facilities and infrastructure on the performance of training graduates. Hypothesis testing shows that p value = 0.027 is smaller than 0.05 (0.038 <0.05) meaning that there is a significant influence between means and infrastructure on the performance of training graduates. The amount of direct influence is 9.60%.
- Variable training results on the performance of training graduates. Hypothesis testing shows that p value = 0.000 is smaller than 0.05 (0.038 <0.05) meaning that there is a significant influence between the results of training on the performance of training graduates. The amount of direct influence is 37.95%.
- The magnitude of the simultaneous influence between the training curriculum of Pim IV, widyaswara competencies, facilities and infrastructure and the results of the training on the performance of training graduates is 82.70%.

The Relationship				T count	P-value	Conclusion	
Curriculum Training IV	→	Training results	→	Graduate Performance	2.51	0.012	Significant (Ho rejected)
Widyaswara competence	→	Training results	→	Graduate Performance	3.188	0.002	Significant (Ho rejected)
Facilities and infrastructure	→	Training results	→	Graduate Performance	1.932	0.054	Significant (Ho rejected)

Table 4:- Effects of mediation in the training curriculum of Pim IV, widyaswara competencies and facilities and infrastructure on the performance of training graduates through training results

Testing mediating effects

1. The results of the training are able to mediate the relationship between the influence of the Level IV leadership training curriculum on performance because the direct effect is smaller than the indirect effect namely: $0.012 < 0.05$ or $t \text{ arithmetic} > t \text{ table} (2,510 > 1.99)$
2. The results of the training are able to mediate the relationship between the influence of Widya Iswara's competence on performance because the direct effect is smaller than the indirect effect, namely: $0.002 < 0.05$ or $t \text{ arithmetic} > T \text{ table} (3.188 > 1.99)$
3. Training results do not mediate the relationship between the influence of facilities and infrastructure on performance because the direct effect is greater than the indirect effect, namely: $0.054 > 0.05$ or $t \text{ arithmetic} < t \text{ table} (1,932 < 1.99)$

V. DISCUSSION

That the loading factor (path coefficient) for the variables X1, X2, and X3 in forming the latent variable Y1 is equal to: X1 = 0.366, X2 = 0.3191, and X3 = 0.208. The coefficient of determination or R-square (R²) obtained is 59.34 or the contribution of variables X1, X2, and X3 to Y is 59.34%. Thus, the contribution of the error variable to Y is 40.66%.

For variables X1, X2, and X3 and Y1 in forming latent variables Y2 amounted to: X1 = 0.244, X2 = 0.215, and X3 = 0.143 and Y1 0.488 The coefficient of determination or R-square value obtained was 82.77 or the contribution of variables X1, X2, and X3 and Y1 to Y2 is 82.77%. Thus, the contribution of the error variable to Y is 17.23%.

The results of this pathway equation are then used to test the proposed hypothesis either partially or simultaneously. In testing the first hypothesis about the effect of the Kindergarten leadership training curriculum. On the results of the training of graduate participants of the training at the Human Resources Development Agency of West Java Province. the results obtained that the leadership training curriculum Level IV has a positive and significant effect on the results of the training with a total contribution of 25.55%, with the highest response is at the stage of diagnosing the need for change where the curriculum of leadership training in Level IV is able to provide solutions to the agency strategy problem solving and evaluation stage where the material on strategic issues is provisioned and able to conceptualize strategic issues into agency strategies.

In the Kindergarten Team training curriculum. Level IV for strategic issues briefing material discusses the current strategic issues that are currently developing in order to strengthen understanding and broaden participants' insights about the current situation and problems being faced by the institution. Overall the category is quite good. This shows that Level IV according to training needs. From the results of the second hypothesis testing regarding the partial influence of Widya Iswara's competence on the results of the training, the results show that Widya Iswara's competence has a positive effect on the results of the training at the Level IV leadership training alumnus. Level IV in the BPPSDM environment of West Java Province with a total contribution of 21.37%, the highest widya iswara's competence according to the perceptions of the IV team graduate in the Human Resources Development Agency of West Java Province related to Widya Iswara's ability to provide material in accordance with the curriculum has also been adjusted to the conditions of the problem in the field.

Overall for the variable competence widya iswara in the West Java Province Human Resources Development Agency is rated in good category. This shows that the Human Resources Development Agency of West Java Province has lecturers who have high competence to support the implementation of team training. Therefore, the increasing competence of widya iswara obtained will further increase the results of training in the form of knowledge, skills and behavior of Tk leadership training graduate. Level IV.

Furthermore, from the results of testing the third hypothesis about the partial influence of facilities and infrastructure the results of leadership training IV, the results show that the facilities and infrastructure have a positive effect on the results of the training of Level leadership training graduate Level IV in the BPPSDM environment of West Java Province with a total contribution of 12.42%, where the value of the contribution is classified as significant.

Overall for the variable facilities and infrastructure in the West Java Province Human Resources Development Agency is rated in good category. This shows that the facilities and infrastructure are able to support the process of implementing team training in accordance with training needs. This means that the more complete the training facilities and infrastructure, the results of training for

training graduate are also higher, conversely the more does not support training facilities and infrastructure, the results of training for training graduate are also lower.

In testing the fourth hypothesis regarding the effect of the Kindergarten leadership training curriculum IV on the performance of graduate in the training participants at the West Java Provincial Human Resources Development Agency. the results obtained that the leadership training curriculum Level IV has a positive and significant effect on the results of the training with a total contribution of 19.08%, overall the category is quite good because at the time of the implementation of the training the participants felt that the training participants were in accordance with expectations so as to increase the competency of the graduate participants of the training participants.

From the results of testing the fifth hypothesis regarding the partial influence of Widya Iswara's competence on performance, the results show that Widya Iswara's competence has a positive effect on the performance of Tk leadership training alumni. IV in the BPPSDM environment of West Java Province with a total contribution of 16.157%, Overall for the variable of widya iswara's competence in the Human Resources Development Agency of West Java Province was rated in good category. This shows that the Human Resources Development Agency of West Java Province has lecturers who have high competence to support the implementation of team training.

Furthermore, from the results of the sixth hypothesis testing about the partial effect of facilities and infrastructure on the leadership performance of Level IV, the results show that facilities and infrastructure have a positive effect on performance on the leadership training alumnus Level IV in the BPPSDM environment of West Java Province with a total contribution of 9.60%, where the value of the contribution is classified as significant. Overall for the variable facilities and infrastructure in the West Java Province Human Resources Development Agency is rated in good category. This shows that the facilities and infrastructure are able to support the process of implementing team training in accordance with training needs. This means that the more complete the training facilities and infrastructure, the results of the training of alumni and this course will provide understanding and facilitate implementation in the field.

Furthermore, from the results of testing the hypothesis seven about the partial effect of training results on the performance of Tk leadership training alumni. IV, the results show that the results of the training have a positive effect on the performance of Tk leadership training graduate IV in the BPPSDM environment of West Java Province with a total contribution of 37.95%, where the value of the contribution is classified as significant. Overall, for the training outcome variable at the West Java

Province Human Resources Development Agency, it was rated as quite good. This explains that the results of the training include commitment and moral integrity as well as professional responsibilities as civil servants that can be applied by alumni in their assignments.

Furthermore, from the results of hypothesis testing eight about the simultaneous influence of the curriculum in leadership Level IV, widya iswara competence, facilities and infrastructure for the results of the Tk leadership training graduates IV, the results obtained that the curriculum diklat leadership Level IV, widya iswara's competence, facilities and infrastructure have an effect on the results of the training at the Tk leadership training alumnus Level IV in the BPPSDM environment of West Java Province with a total contribution of 59.34%, where the value of the contribution is classified as significant. This means that jointly improving Tk's leadership training curriculum Level IV, Widya Iswara Competence and leadership training infrastructure will be able to improve the results of training in the form of knowledge competencies, skills and attitudes of training alumni. Furthermore, from the results of testing the hypothesis nine about the simultaneous influence of the curriculum in leadership Level IV, widya iswara competencies, facilities and infrastructure and training results on the performance of Tk leadership training alumni. IV, the results obtained that the curriculum diklat leadership IV, widya iswara's competence, facilities and infrastructure affect the performance of the Tk leadership training graduates IV in the BPPSDM environment of West Java Province with a total contribution of 82.77%, where the value of the contribution is classified as significant. This means that jointly improving leadership training curriculum, Widya Iswara Competence and infrastructure and the results of the training in the form of knowledge competencies, skills and attitudes and behaviors will be able to improve performance among the Leadership Training Graduates Level IV.

From the analysis of description and statistical analysis, there is no correlation between infrastructure and the performance of the alumni training team. This shows that the training infrastructure only influences the results of the training of the training alumni team but does not affect the performance of the training alumni. The lack of influence of infrastructure on the performance of training alumni is more due to the fact that when the trainees finish carrying out the training activities, the tasks and responsibilities of the training participants are to apply and actualize the training material to the institution where they work. Applying and actualizing training materials in their institutions is a form of performance of training alumni to make changes in accordance with the programs that have been made while participating in team training. The performance of training alumni in implementing change programs in the institutions where they work is not influenced by the training infrastructure but is more heard.

VI. CONCLUSION

From the results of this study the authors can draw the following conclusions:

1. Level IV Leadership Training Curriculum. Affects the results of the training marked positive and significant, this means there is a relationship between the Pim Tk Training curriculum. Level IV on the results of the training. Where is getting better and improving Pim Tk Training curriculum. IV according to the needs of Training participants Level IV will then be followed by increasing training results.
2. Widyaswara's competence influences the training results which are positive and significant, this means there is a relationship between Widyaswara's competencies and the results of the training. Where the higher level of competency widyaswara will be followed by an increase in training results.
3. Facilities and infrastructure affect the results of training marked positive and significant, this means there is a relationship between facilities and infrastructure on the results of training. Where more complete training facilities and infrastructure will be followed by increasing training results.
4. Leadership Training Curriculum Level IV, Widyaswara competence and infrastructure facilities influence the results of the training, this means there is a relationship between the Leadership Training Curriculum Level IV, Widyaswara Competence and Infrastructure Facilities on the results of the training. Where the better the Leadership Training Curriculum of Kindergarten, Widyaswara competence and influencing infrastructure will be followed by increasing training results.
5. Level IV Leadership Training Curriculum influences the performance of positive and significant sign, this means that there is a relationship between the Leadership Training curriculum on performance. Where is getting better and improving the curriculum of Leadership Training in Kindergarten. The influential Level IV will be followed by increasing performance.
6. Widyaswara competence affects the performance marked positive and significant, this means there is a relationship between Widyaswara's competence on performance. Where increasing competence widyaswara influences it will be followed by increasing performance.
7. Facilities and infrastructure affect the results of the training marked positive, this means there is a relationship between the facilities and infrastructure of the training results. Where the increasing facilities and targets have an effect it will be followed by an increase in training results, but the results of the training do not mediate the facilities and infrastructure of the relationship of influence on the performance of this matter.
8. Training results affect the performance of a positive sign, this means there is a relationship between the results of the training on performance. Where increasing training results have an effect it will be followed by increasing performance.

9. Leadership training curriculum IV, Widyaswara Competence, Infrastructure facilities and training results affect performance, this means that there is a relationship between Leadership training curriculum Level IV, Widyaswara Competence, Infrastructure facilities and training results on performance. Where the Level IV, Widyaswara competence, Infrastructure facilities and influential training results will be followed by increasing performance. Thus the results of this study explain that training is one of the reliable means to improve performance, so the implementation of training must be designed in such a way as to be able to form a strong Graduate character, the character needed to grow and maintain discipline and integrity so that the work ethic increases.

RECOMMENDATION

Improvements should be considered based on the results of the study empiricism that can be recommended as follows:

1. The most important factor in relation to the successful implementation of leadership training, is how the training participants graduate to actualize and implement the results obtained from the training. This means to improve the performance of training graduates in organizing leadership training IV, as regulated in Perka LAN RI No. 20 2015, the Human Resources Development Agency of West Java Province, needs to pay attention to 3 aspects, namely:
 - a. In this aspect of the curriculum, more emphasis is placed on material that is consistent with the development of the actual issues in the respective training participants' institutions. Because curriculum material helps participants, in the formulation and determination of agency strategic issues, design innovations to solve the issues needed to improve agency performance.
 - b. Facilities and Infrastructure aspects significantly influence the performance of training alumni. Fulfillment of Facilities and Infrastructure is very influential on the results of training on aspects of fulfilling information technology media facilities in the learning space, where the availability of IT media in the learning process of leadership training is needed to build information networks with agencies and stakeholders that support the completion of participant change projects.
2. In order to obtain more in-depth information about the application of the results obtained during the training, it is necessary to consider the function and involvement of the direct supervisor (mentor) in the training process, consisting of supervision in identifying institutional changes, the quality of the design changes and the quality in leading the project of institutional change.
3. Other variables not examined were found to have a significant impact on performance. It is estimated that the variables originating from within the alumnus such as morals, motivation, legal awareness, and so forth. Besides being sourced from within, Performance can also grow and develop in individuals because there are

driving factors from the task environment, which are internal or external. For internal environmental factors such as work systems and procedures, discipline rules, and leadership support. While for external environment variables such as government policies (central and regional), and so on. These factors should be examined by other researchers in order to explain their potential or contribution to Performance Improvement.

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