

Influence of Quality of Trainer, Coach, Mentor and Training Provider on Graduation Qualification of the Level IV Leadership Training Participant in the Local Government of Jakarta

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Abstract:- This study analyses the quality of trainers, coaches, mentors and training providers against the accomplishment of level IV leadership training by participants, using a case study of Local Government's Agency for Human Resource Development of Jakarta Province. Evaluation is made towards participants who undertook level IV leadership training between 2015 and 2018. It is indicated that only a few participants who passed with outstanding performance and more of them achieved less satisfactory grades. The purpose of this research is to examine the influence of trainers, coaches, mentors and training providers on participant's performance. This research collects data from 186 individuals who participated in Leadership Training level IV in 2018 by using the random sampling method from all participants (300 people). The data is analyzed using multiple linear regression. The result indicates that a strong relationship exists between participant's performance and the role of trainers, coaches, mentors and training providers at large ($R: 0.953$). Partially, among the quality of widyaiswara with the qualification of graduation a participant gives a significant influence ($t_{hit} : 51.23 > t_{table} : 1.97$). In addition, the quality of coach against graduation qualifying participants also give significant effects ($t_{hit} : 22.84 > t_{table} : 1.973$). Whereas, the quality of mentor partially has no effect against a passing qualification significant participants ($t_{table} : 0.74 < t_{table} : 1.97$). Similarly, the quality of the training provider partially has no effect against a passing qualification participant ($t_{hit} : 0.44 < t_{table} : 1.97$). All of the variables in this study i.e. the quality of widyaiswara, coach, mentor and training providers influence the graduation qualification of the participants ($R_{square} : 90.8\%$). There is a possibility that 9.2% of the result can be explained by other variables that are not observed in this research. Based on an analysis of the attribution, trainers (widyaiswara) and the coach represent the major contribution to the participant's performance (62,03%). Thus the expected results of this research may have implications for optimizing the quality of widyaiswara and coach in order to improve the qualification of participant's graduation in the future.

Keywords:- Quality, Trainer, Coach, Mentor, Training Organizers, Graduation Qualification of Participants.

I. INTRODUCTION

In the Republic of Indonesia's Law No. 5 of 2014 concerning the State Civil Apparatus (ASN) stated that the ASN to be built in the State Civil Apparatus that has integrity, is professional, neutral, and free from political intervention, clean from the practices of corruption, collusion and nepotism, and able to provide public services for community and able to play a role as an adhesive element of national unity based on Pancasila and the 1945 Constitution of the Republic of Indonesia. Whereas in the Government Regulation of the Republic of Indonesia Number 11 of 2017 related to PNS Management mentioned Civil Servants Management is the management of Civil Servants to produce professional Civil Servants, have basic values, professional ethics, free from political intervention, clean from the practices of corruption, collusion and nepotism (article 1 paragraph 1PP 11 2017). From the two rules in summary, it can be concluded that the State Civil Apparatus to be built is a complete ASN and high quality.

In accordance with the Government Regulation of the Republic of Indonesia Number 2017, it is explained that echelon IV structural officials or supervisory officials as basic or most advanced managerial positions in Ministries/Institutions and Regional Government, play a very decisive role in planning the implementation of agency activities and leading subordinates and all strategic stakeholders to carry out these activities effectively and efficiently. In addition, the task of echelon IV structural officials is to improve the performance of public services they lead through the implementation of activities in the units in each agency appropriately. To be able to form echelon IV structural officials as operational leaders, it is necessary to implement an innovative New Pattern of Leadership Education and Training (Diklatpim), and that allows participants to be able to apply the competencies they already have, using methods, material, assessment, time, place, and all implementation variables that support the optimal transformation of participants' competencies.

The expected leadership competency is the formation of change leaders inspired by the concept of adaptive leadership as developed by Ronald Heifetz (2009) who argues that adaptive leadership is able to adapt to changes that occur in its environment to maintain organizations with high levels of performance. Adaptive leaders in organizations are needed because of the complex challenges facing organizations. In addition, operational improvisation to face the challenges of change is not sufficient to answer it. Therefore, the leaders of change that will be formed in Diklatpim are leaders who are able to adapt to changes that occur in their environment.

In the implementation of Level IV Diklatpim, participants are required to demonstrate their performance in designing a change in their work unit and lead changes so as to provide significant results. Through the Diklatpim Level IV a new pattern is expected to produce alumni who not only have operational leadership competencies, but are also able to show their performance in leading changes in their units. Related to this, the learning model in the new pattern Diklatpim is designed with an *on / off* campus system that includes five stages. In Phase I participants *on campus*, began to diagnose the need for change in their office. Stage II: *Breakthrough I (Taking Ownership)* of the *off campus* participants namely returning to their workplace to deepen the need for change, communicate with stakeholders and participants have determined the topic of change. Stage III the participants returned *on campus* to draft the change project. Stage IV *Breakthrough II (Leadership Laboratory)* participants returned *off campus* implementing a change project at their workplace. Stage V Evaluation, participants present the results achieved during the implementation of the change project. Participants who successfully pass are those who are able to achieve the goals set out in the change project proposal.

According to RI Head of LAN Regulation No. 26 of 2015 that the functional widyaiswara officials in charge of conducting Civil Servants Examination, and conducting Diklat and Evaluation of Diklat are required to play a role in producing a high-quality education and training program that produces graduates with integrity, quality and high competence. Therefore, widyaiswara is very decisive in the success of the training. The quality of the training process at the *on-campus* stage depends on the creativity and learning innovations applied by Widyaiswara. In addition, the quality of education and training is also determined by the services provided by training providers to participants and teachers. In the *off* stage, the *training and* training participants' campuses are guided by *coaches* and *mentors*. As a *coach*, the training organizers / widyaiswara are administrators, while the *mentor* is the direct supervisor of the Diklatpim participants or other designated officials. Final evaluation is carried out through the evaluation of the components of innovation planning and change management (Perkalan 20 Tahun 2015). Data from the final evaluation results of Level IV Diklatpim of DKI Jakarta Province in 2015 to 2018 as in Table 1.

The results of the graduation training of Level IV Leadership Training participants with very satisfying qualifications were relatively low, namely 0.83% (2015), 1.72% (2016), 11.76% (2017) and 5.67% (2018). Participants who achieved a satisfying predicate were relatively more numerous and there were still participants whose graduations were unsatisfactory (graduation was postponed), and in 2018 there were participants who did not pass. This shows that the qualifications for graduating from Level IV Leadership Training in BPSDM in DKI Jakarta Province have not provided maximum results.

Prior research on widyaiswara, coach, mentor and organizer of training related to participant graduation was still a little done. There are several problems related to the graduation qualifications of the participants, namely as follows:

- Is there a significant effect between the quality of the widyaiswara on the qualifications for graduating from Diklatpim IV participants?
- Is there a significant influence between the quality of the coach on the qualifications for graduating from Diklatpim IV participants?
- Is there a significant effect between the quality of the mentor on the qualifications for graduating from Diklatpim IV participants?
- Is there a significant influence between the quality of the training providers in the qualifications for graduating from Diklatpim IV participants?
- Do not significant influence jointly between the quality of widyaiswara, coach, mentor and organizer of the participants' graduation qualifications

In connection with these problems, the author conducted a study of "The influence of the quality of widyaiswara, *coach*, mentor and training providers on the qualifications of graduating from Level IV Leadership Training participants". The purpose of this study was to clicking etahui how much influence the quality of trainers, *coaches*, *mentors*, and organizers of training towards the qualification of graduation of Leadership Training Level IV Jakarta Year 2018. Results of the analysis will provide information that could be addressed to improve the quality of trainers, *coaches*, *mentors* and organizers in the implementation of training in order to improve the qualifications of graduating Level IV Diklatpim participants in BPSDM DKI Jakarta Province.

The benefits of this study include: 1) For Science Development, it is expected to add references to studies related to the results of graduation evaluation of Level IV Leadership Training. In addition, it is also a reference material for similar research conducted in the future. 2) For BPSDM DKI Jakarta Province, the results of this study can be used as a reference to improve the quality of widyaiswara, coach, mentor and organizer of Level IV Leadership Training. 3) For the LAN of the Republic of Indonesia can be used as input in the formulation of policies for the implementation of New Pattern Leadership Training specifically for Level IV Leadership Training. 4)

For Widyaiswara especially those who handle the Diagnostic Reading Agenda and Change Project can provide input to improve their quality. 5) This research is also expected to have implications for improving the quality of government services to the community.

II. LITERATURE STUDY

Lilin Budiati (2015) in her research entitled New Pattern Leadership Training in the Perspective of Innovation and Constructivistic Learning concluded that the main obstacles to implementation are complexity and lack match the low level of competency of the trainer in carrying out this new model. Teguh Nugraha (2014) in his research entitled The Effect of Lecturer Learning Management Competence on Learning Service Quality concluded that there was a positive and significant influence between widyaiswara learning management competencies on the quality of learning services at the Geology Training Center. The suggestions from researchers regarding the quality of learning services are institutions and widyaiswara must continue to improve the competence of widyaiswara and institutions must improve the quality of services, especially learning services. Supono (2015) conducted a study on Satisfaction Evaluation of Diklat Participants Against Widyaiswara Competence Plumbing and Sanitation Study Program P4TK Department of Automotive and Electronics Malang, concluded that the learning management competency variable was in quadrant I, meaning that the variable did not satisfy participants even though participants considered its existence to be very important. Ridaul Inayah (2013) examines the Effect of Teacher Competence, Student Learning Motivation, and Learning Facilities on Learning Achievement obtained that teacher competence has a positive direct effect on learning achievement. The research conducted by Ischayati, Isni (2011) on the Influence of Student Perceptions of Lecturer Competence and Learning Facilities on Learning Motivation concluded that students' perceptions of lecturer competencies and learning facilities jointly had a positive effect on students' learning motivation.

III. RESEARCH METHODS

This research was conducted in BPSDM DKI Jakarta Province from October 2018 to December 2018. This study uses a quantitative research approach through hypothesis testing. Data collection was done using a closed questionnaire. Data on the qualifications of graduating participants at the Level IV 2018 Leadership Training are taken from the participants' scores at the Change Project Design Seminar and Change Project Laboratory Seminar. The population in this study were all participants of Level

IV Leadership Training in DKI Jakarta Province in 2018 as many as 300 people and samples taken using the method according to Slovin theory as many as 186 participants with a confidence degree of 95% (0.05). Sampling is done by Simple Random Sampling technique. After an instrument trial was carried out on 16 samples, at a significance of 5% the instrument was valid and reliable in all its items, then the instrument could be used for measurement in order to collect data. Next, a characteristic analysis is performed to express how important a parameter is compared to other parameters. Identifying method used based on ranking (important value of the relevant parameter). Each parameter will be arranged according to its ranking and the ranking determinant is someone who is considered an expert in this case taken from the examiner, widyaiswara, coach and mentor as many as 50 people. The more important the parameters for the qualification of the graduation of participants, the ranking 1 is given and vice versa. This weighting factor describes the relative size of the importance of an element compared to others (Situmorang J, 2014). For an example of an evaluation consisting of n elements, the matrix with paired comparisons is written as follows:

$$B_i = (\sum X_i Y_j) / ((\sum N_j) \times n)$$

Where:

B_i = weight of factor / variable to I (I = 1, 2, 3,,)

X_i = number of respondents who chose the order (ranking) to i (1, 2, 3,),

Y_j = Order (ranking) lowest to highest (j = 8, 7, 6,, 1) in the choice of ranking 1 - 8,

N = number of sequence values / ranking (1 + 2 + 3 + ... + 8 in the choice of rank 1 - 8),

n = number of samples.

$$\text{Performance Index: } IP_i = \sum S_i B_i$$

IP_i = Performance Index weighted factor/variable to I (I = 1, 2, 3, ...),

Furthermore, the method used by multiple linear regression methods. Causal studies are conducted to examine or analyze the interrelationship between research variables and measure the effect of one variable on other variables. In the process of Diklatpim activities the factors that are thought to influence the graduation qualifications of participants are the quality of widyaiswara, coach, mentor and organizer of training. This study uses a quantitative approach that has multiple influences, namely to determine the influence of four independent variables on one dependent variable. This frame of mind can be seen schematically in Figure 1 below:

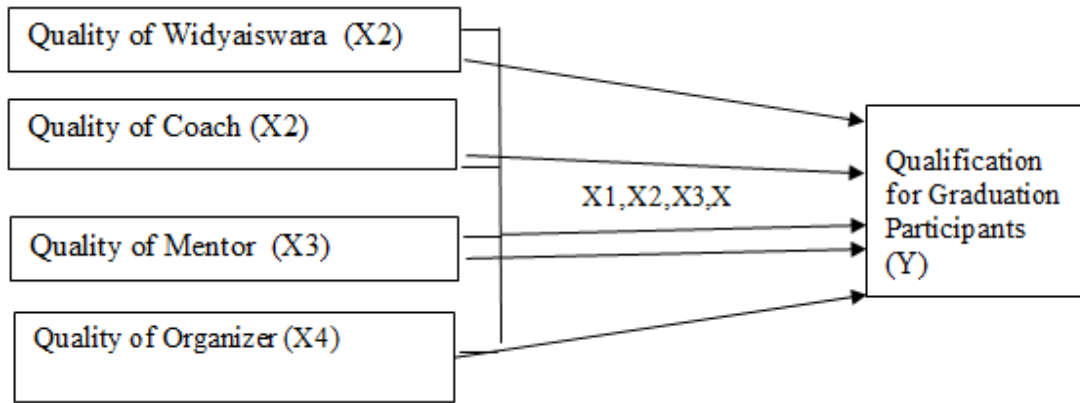


Fig 1:- Thinking Framework

To find out whether the resulting multiple linear regression model can be declared valid as a forecasting tool must meet the classical requirements, so that the linear regression model is said to be BLUE or from the best linear unbiased estimation, among others, fulfill the requirements: linearity, normality and multicollinearity test. Based on the residual plot with fitted value, it can be seen that the scattered values on the plot form a random pattern, so that linearity is fulfilled. From the results of processing data using SPSS obtained: $\alpha = 0.05$; sig = 0,000 because of sig $< \alpha$, then the data is normal . Test result m ultikollinearitas indicates that there is no independent variable that has a value of less than 10% tolerance. Calculation of VIF values also shows that there is no independent variable that has a VIF value of more than 10. So it can be concluded that the independent variables used in this study do not show any symptoms of multicollinearity. After that , performed multiple linear regression analysis using SPSS 22 software . to find out how strong the relationship is and how much influence the quality of widyaishwara, coaches, mentors and organizers have on the qualifications for graduating from Level IV Leadership Training .

IV. RESULTS AND DISCUSSION

From the results of multiple linear regression analysis carried out on the quality of the lecturers, coaches, mentors, and training providers on the graduation qualifications of participants, with a significance level of $\alpha = 5\%$ or 95% confidence level the results of the analysis are presented in Table 1 and Table 2 .

Regression Statistics	
Multiple R	0.953
R Square	0.908
Adjusted R Square	0.906
Standard Error	1,174
Observations	186

Table 1:- Double Correlation Analysis Results

	Coefficients	Standard Error	t Stat
Intercept	46,038	0.899	51,230
X1	24,702	1,084	22,842
X2	5,204	1,251	4,159
X3	1,515	2,040	0.742
X4	0.394	0.900	0.438

Table 2:- Regression Analysis Results

Based on Table 1 above, it shows that the multiple R number is 0.953. This shows that there is a very strong relationship between the quality of widyaishwara, coach, mentor, organizer of the training together towards the graduation qualifications of the participants . Whereas to see the effect of independent variables with the dependent variable can use the R square number and adjusted R square of 0.908. This figure shows that 90.8% of the graduation qualifications of participants can be explained by the variable quality of lecturers, coaches, mentors and training providers. The remaining 9.2% is explained by other variables not examined in this study. With the widyaishwara quality variable regression coefficient (X1) of 24,762, it means that if the quality of coaches, mentors and organizers of their value training is fixed while the quality of widyaishwara increases by 1%, then the graduation of participants will increase by 24.76%. The positive value coefficient means that there is a positive relationship between the quality of widyaishwara, coach, mentor and organizer of training with the graduation value of the participants, the higher the quality of widyaishwara, coaches, mentors and organizers, the graduation value of participants will increase. The regression equation formed based on Table 2 with a constant of 46,038, the widyaishwara quality coefficient of 24,702, the coach's quality coefficient of 5,204, the mentor quality coefficient of 1,515, the coaching quality coefficient of 0,394, is as follows:

$$Y = 46,038 + 24,762 X_1 + 5,204 X_2 + 1,515 X_3 + 0,394 X_4$$

Where:

- Y = Participant's Graduation Value
- X₁ = Quality of Lecturer
- X₂ = Coach Quality
- X₃ = Quality of Mentor
- X₄ = Operator Quality

Constants of 46,038; meaning if the quality of the widyaiswara (X₁), coach (X₂), mentor (X₃) and organizer of training (X₄) the value is 0, then the graduation value of the participant (Y) is 46,038 or rounded to 46 (including unsatisfactory qualifications).

➤ *T test*

Referring to the results as Table 2, with a significance level of $\alpha = 5\%$ or a 95% confidence level, with two-sided testing, for widyaiswara quality variables produced t (count) of 51,230 while t (table) are searched based on degrees of freedom (df) $nk - 1$ (n is the number of observations and k is the number of independent variables) or $186 - 4 - 1 = 181$. With 2-sided testing (two-sided test, $\alpha = 2.5\%$) the results are obtained for t (table) of 1.973, so t (count) = 51.230 > t (table) = 1.973, then the conclusion is reject Ho or it can be said that there is a significant influence between the quality of the widyaiswara partially towards the graduation qualifications of the participants. For coach quality variables produced t (count) of 22.842,

while t (table) is 1.973, or t (count) = 22.842 > t (table) = 1.973, then the conclusion is reject Ho or it can be said that there is a significant influence between coach quality partially towards the graduation qualifications of participants.

For the mentor quality variable produced t (count) of 0.742 while t (table) of 1.973, or t (count) = 0.742 < t (table) = 1.973 then the conclusion is Ho accepted or it can be said that there is no significant influence between the quality of mentor partial to the graduation qualifications of participants. Furthermore, for the variable quality of education and training providers produced t (count) of 0.438, while t (table) of 1.973, or t (count) = 0.438 < t (table) = 1.973, then the conclusion is Ho accepted or it can be said that there is no significant influence between the quality of the training providers partially towards the graduation qualifications of participants

➤ *Test F*

To find out whether the quality of the widyaiswara, coach, mentor, and training provider jointly have a significant effect on the graduation qualifications of the participants, used the regression coefficient test together or F test. To do the F test, use F (calculated) based on the results of *Analysis of variance (Anova)* with SPSS Data Processing as shown in Table 3 below.

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2450,068	4	612,517	444,526	.000 ^b
	Residual	249,402	181	1,378		
	Total	2699,470	185			

Table 3:- Analysis of Variance

Seeing the results of ANOVA with a significance level of $\alpha = 5\%$ or 95% confidence level, obtained F (count) of 444,526 with df 1 = k-1 (number of variables - 1) = 4, and df 2 = nk (n is the number of observations and k is the number of variables) or 186 - 5 = 181, the results for F (table) are 2,422. Because F (count) = 444,526 > F (table) = 2,422 then Ho (the quality of widyaiswara, mentor, coach and organizer of training) is rejected, so that it can be said

that there is a quality influence of joint training, coaches, mentors and organizers on graduation participants significantly.

From the results of the characterization analysis, rankings are obtained for each variable free (variable which affects) based on the level of importance can be seen in table 4 as follows:

Factor	Contribution	Ranking
Quality of lecturers	31.03%	1
Quality Coach	31.00%	2
Quality of Mentor	24.00%	3
Quality of Organizer Diklat	16.00%	4

Table 4:- Results of the Analysis of the Level of Identification of the Importance of Variables
*) Source: Data of BPSDM of DKI Jakarta Province processed, 2018

From table 4, it can be seen that the quality of widyaiswara and coach gave the largest contribution to the graduation qualifications of participants (62.03%). The rest is contributed by mentors and organizers training. The

results of the study were evaluations of participants towards widyaisawara, coaches, mentors, and training providers as presented in Table 5 below.

No.	Variable	Very Satisfying (value 5) (%)	Satisfying (value 4) (%)	Good enough (value 3) (%)	Less Satisfactory (value 2) (%)	Not Satisfying (value 1) (%)
1.	Quality of lecturers	47	51	2	-	-
2.	Quality Coach	31	65	4	-	-
3.	Quality of Mentor	12	80	8	-	-
4.	Diklat Organizer Quality	8	71	19	2	-

Table 5:- Participants vote against Widyaiswara, Coach, mentor and P enyelenggara (2018)

*) Source: Data of BPSDM of DKI Jakarta Province processed, 2018

From Table 5, it can be seen that the participants' assessment of the quality of widyaiswara was able to improve the eyes of *diagnostic reading* and the change in the project agenda reached a score of 5% (very satisfying) so that the recommendations were maintained, 51% satisfying (needed to be improved) and only a little (2%) sufficient satisfying (needs to be corrected). Things that need to be improved and improved from widyaiswara especially the ability and systematic presentation, how to answer questions, giving motivation to participants and the use of methods and means of learning.

The participant's assessment of the coach's quality was 31% very satisfying (maintained), 65% satisfying (needs to be improved) and 4% quite satisfying (needs improvement). Things that need to be improved and improved from the coach, especially in terms of providing motivation to make changes, providing input or suggestions related to proposed change projects, listening and exploring the resources of participants to achieve the change project goals, encourage and foster participant leadership skills, help find conditions when this and the ideal conditions desired.

The participant's assessment of the quality of the mentor was only 12% very satisfying (maintained), 80% satisfying (needs to be improved), 8% was quite satisfying (needs to be improved). Things that need to be improved and improved from the mentor, especially in providing support to participants to prepare for change projects, inspiring participants to innovate, guiding participants in overcoming obstacles during the laboratory process of change projects, giving participants direction in identifying problems when drafting change projects .

The participant's assessment of the 8% training provider was very satisfying (maintained), 71% satisfying (needs to be improved), and 21% was quite satisfying (needs improvement). The things that most need attention for improvement related to education and training providers are the completeness of training information (curriculum, teaching materials, training and training guidelines), availability, completeness and functioning of classroom teaching facilities (infocus, training infrastructure support facilities), timeliness to contact widyaiswara , and the availability of facilities and infrastructure for the implementation of training (religious facilities, sports facilities, toilets, the convenience of study rooms). This is

probably due to the inadequate number and competence of administrators. Therefore, organizers must be more informative and communicative in providing information and responding / hearing complaints to participants.

A. The Influence of the Quality of the Lecturer on the Qualifications of Graduating Participants

Based on the results of the research hypothesis testing showed that the air quality is partially widyaiswara positive and significant impact on the graduation qualifying participants. This is in accordance with the results of research conducted by Ridaul Inayah (2013) that teacher competence has a significant effect on student learning achievement.

Widyaiswara plays an important role in education and training (education and training), especially concerning the learning process in a training. In addition, widyaiswara is an element that greatly influences the achievement of education and training objectives, in addition to the participants' elements and other facilities. The success of the training program is largely determined by the readiness of the widyaiswara in preparing teaching materials, designing training eye learning, learning plans, and learning material. In connection with that, the strategic position to improve the quality of training results is strongly influenced by Widyaiswara's professional abilities and the quality of his performance.

Widyaiswara can be identified as the spearhead of the training that is carried out, because it directly seeks to facilitate, build, empower, and influence training participants. They have the basic abilities needed as facilitators, educators, mentors and instructors. This ability is a reflection of the competencies they have. Therefore, the quality or not of the training process is highly dependent on the creativity and learning innovations applied by Widyaiswara in his learning. This is similar to that expressed by Gunawan (1996) who argues that educators are planners, implementers as well as evaluators of learning in the classroom, so students are subjects who are directly involved in the process of achieving educational goals.

Based on the results of the characterization analysis which shows that the quality of the widyaiswara provides the largest contribution to the qualifications of graduating participants (31.03%). The participant's assessment of the quality of the widyaiswara was able to provide an eye for

the *diagnostic reading* and change project agenda which reached a score of 5% (very satisfying) with recommendations maintained, 51% satisfactory with recommendations to be improved and 2% satisfying with recommendations to be improved. Things that need to be improved and improved from widyaiswara are, among others, the ability and systematic presentation, how to answer questions, giving motivation to participants and the use of methods and means of learning.

B. The Effect of Coach Quality on Qualifications for Participant Graduation

Based on the results of the hypothesis testing the research shows that coach quality partially has a positive and significant effect on the participants' graduation qualifications. This is in line with the research conducted by Hermawan, RT, Hasibuan, S (2016) that *coaching style* has a strong and significant effect on employee productivity. Also in accordance with the opinion of Whitmore (2008: 14) that *coaching* can open up a person's potential to maximize their own performance, which helps them to learn. Similarly, the opinion of Bresser and Wilson in Passmore (2010) states that *coaching* is the key to unlocking a person's potential to maximize his performance. The results of the characteristic analysis show that the coach's quality gives the second largest contribution to the participant's qualification of 31.00%. The participant's assessment of the coach's quality was 31% very satisfying and needed to be maintained, 65% satisfying with recommendations needed to be improved and 4% satisfying enough with recommendations to be improved.

Things that need to be improved and improved from the coach, especially in terms of providing motivation to make changes, providing input or suggestions related to proposed change projects, hearing and exploring the resources of participants to achieve the change project goals, encourage and foster participant leadership skills, help current conditions and ideal conditions desired.

C. Effect of Quality of Mentor on Qualifications for Participant Graduation

Based on the results of hypothesis testing the research shows that the quality of the mentor partially has no significant effect on the participants' graduation qualifications. This is not in accordance with Turner's opinion (2012: 17) that mentoring is able to improve the performance of human resources in the company. Similarly, Martoredjo, NT (2015) argues that mentoring activities have a positive impact not only on mentees (who are guided) but also have a good impact on mentors (mentors) and can improve the performance of organizations or companies.

This is probably due to the fact that the mentor in Level IV Leadership Training mostly did not carry out his role to optimally foster interpersonal relationships in the form of care and support as an experienced and knowledgeable person with participants as mentees. The results of the characteristic analysis show that the quality of

the mentor contributes not too much to the participant's qualification of 24.00%. The participant's assessment of the quality of the mentor was only 12% very satisfactory with recommendations maintained, 80% satisfying with recommendations needing to be improved, 8% satisfying enough with recommendations needing to be improved. Things that need to be improved and improved from the mentor, especially in providing support to participants to prepare for change projects, inspiring participants to innovate, guiding participants in overcoming obstacles during the laboratory process of change projects, giving participants direction in identifying problems when drafting change projects.

D. Effect of Training Provider Quality on Participant Graduation Qualifications

Based on the results of the research hypothesis testing shows that the quality of the training provider partially has no significant effect on the graduation qualifications of participants. This is in line with the results of the characterization analysis that the quality of education and training providers has a relatively small contribution to the participant's qualification of 16.00%. This is probably due to the fact that the education and training organizers have not played a maximum role in providing services to participants because the number of administrators is still inadequate. The participant's assessment of the 8% training provider was very satisfying and gave recommendations that needed to be maintained, 71% satisfying with recommendations needed to be improved, and 21% satisfying enough with recommendations to be improved. The things that most need attention for improvement related to education and training providers are the provision of training information (curriculum, teaching materials, training and training guidelines), availability, completeness and functioning of teaching facilities in the classroom (infocus, training infrastructure), timeliness in contacting widyaiswara, and the availability of facilities and infrastructure for implementing training (the convenience of the study room).

V. CONCLUSION

Based on the results of the analysis that has been carried out, it can be concluded that by using multiple linear regression analysis methods can be used to see the relationship between the independent variables of the quality of widyaiswara, coaches, mentors, and training providers towards the graduation qualifications of participants.

- The quality of the widyaiswara on the qualifications of the graduation participants gave a positive relationship and a significant effect ($t_{hit}: 51.23 > t_{table}: 1.97$).
- Coach also provides a positive relationship and a significant effect on the graduation of participants ($t: 22.84 > t_{table}: 1.973$)
- Mentor partially does not have a significant effect on participant graduation qualifications ($t_{table}: 0.74 < t_{table}: 1.97$)

- The implementation of education and training partially has no significant effect on the graduation qualifications of participants (t hit: 0.44 < t table: 1.97)
- The relationship between the quality of the widyaiswara, *coach*, *mentor*, and education and training organizer together with the qualifications of the graduating participants falls into the category of "very strong". Together, the quality of the training lecturers, *coaches*, *mentors* and organizers has a positive and significant influence on the graduation qualifications of participants (Rsquare: 90.8%), and the rest (9.2%) is influenced by other variables not examined in this study.

SUGGESTION

➤ *For the Development of Science*

It is suggested that further research can be carried out on other variables that influence the graduation qualifications of participants in Level IV Leadership Training including participant motivation, innovative and creative ways of thinking participants have, the role of examiners giving input on the design of change projects and things that adopted or adapted from *benchmarking* activities .

➤ *For BPSDM DKI Jakarta Province*

- BPSDM DKI Jakarta Province in order to observe and continue to improve the competence of widyaiswara which includes Learning Management Competence, Personality Competence, and Substantive Competence.
- Lecturers who teach the eyes of *diagnostic reading* and change project agendas need to be given adequate debriefing such as change management, public sector innovation, change agents and effective team building methods so as to be able to teach, train and guide participants in designing and implementing change projects;
- Panel discussions, seminars, workshops and training needs to be held to equalize perceptions about New Pattern Leadership Training, especially "change projects" to improve the quality of widyaiswara.
- The *coaches* need to be given debriefing about good *coaching* techniques and oblige them to follow the *diagnostic reading* process and change project agenda in order to provide optimal *coaching* .
- A *Community of Practice* needs to be established for widyaiswara who are capable of *diagnostic reading* and change project agendas, as well as for coaches to have *knowledge sharing* in solving various problems faced both in learning and in the *coaching* process .
- Mentors need to be given debriefing at the beginning of learning about New Pattern Leadership Training and the importance of the role of mentors in drafting and implementing change projects so that their duties as mentors can be carried out optimally.
- It is necessary to improve the competency of training providers by providing training on excellent service in

order to provide services that satisfy both participants and teachers.

- The organization is also expected to be more informative and communicative in providing information and responding / hearing participants' complaints about the learning needs desired or expected by participants.

➤ *For RI LANs*

In an effort to improve the quality of the Project Changes as the capacity actualization of the Change Leaders of the New Pattern Leadership Training Alumni, suggested to LAN RI, among others:

- The Diklat Alumni of New Pattern Leadership who have high achievement (highly satisfying qualifications) to be appreciated / rewarded as a motivating cadre in their institution and Project Reports that they produce are published both nationally and internationally.
- In an effort to improve the quality of training program widyaiswara in New Pattern Leadership Training in addition to organizing TOT Substances, workshops or workshops are also needed to update teaching materials.
- Necessary to improve the quality of *Coaching* through Training *Coaching* and assignment as *Coach* should be given to people who have been certified competency *Coaching* .

➤ *For Lecturers*

- In an effort to improve the quality of learning, the lecturers who support the Diagnostic Reading training and Change Project Agenda eyes need to continue to improve their competence in compiling teaching materials, designing training eye learning, learning plans, and learning material through peer tutorials, e-learning and independent learning.
- The method used by the lecturer for *diagnostic reading* material and change project agenda should be participatory methods such as group discussions, shop windows, presentations (panel discussions) and multiplied training in groups and individuals, and participants are expected to explore the *diagnostic reading* and design of each change project .

➤ *For Community Services*

The change project made by the participants of Level IV Leadership Training should be oriented towards activities whose innovation is in touch with the needs of the community, especially those related to improving community service and its implementation is also based on the development of community participation.

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