

The Evaluation of the School Principals Candidates Training Program in LPMP of West Nusa Tenggara Province

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Abstract—The research is aimed to evaluate the training program candidates of school principals in LPMP West Nusa Tenggara Province. This research uses qualitative approach, evaluative research method with Robert Stake Responsive Evaluation Model. Data collection techniques uses observation, interviews, and documentation studies. The results of the study of training program explain: (1) Antecedent of training program, in general have met the evaluation criteria. As for the aspect of facilities, especially the classroom organizers need to consider the ratio of number of training participants per classroom; (2) Implementation of training programs, generally categorized have met the evaluation criteria. As for the time allocation aspect the organizers need to consider the length of the lesson that the time should be adjusted as the needs of training participants; and (3) The outcomes of the training program, in accordance with the purpose of training program for the candidates of school principals which is improvement of competence of participants in aspects of knowledge, attitude, and skills. The conclusion of this research is that in general, the education and training program of the prospective principals is able to run effectively, the thing which should be considered to be improved by the training organizer is aspect ratio of the number of participants training and the duration of the lesson. The training program is very effective to be done continuously because this program prepares candidates who have personality, managerial, entrepreneurial, supervision and social competence, so that it will have an impact on the quality of school education.

Keywords—*candidates of school principals; evaluation on training program.*

I. INTRODUCTION

The role of the principal is the key to the school's benefit, even the success of the school is the achievement of the principal. The Principal acts as a central force which is the driving force of school life. Asserted that effective school research has tried to revive bureaucratic ideals by stating that the strong leadership of principals is needed to organize schools to achieve effectiveness [1]. Explain the importance of

school leadership in the results of his research in list of 21 categories of behaviors (responsibilities) of school leaders, such as knowledge of current curriculum, instructional, and assessment practices, that were found to be positively correlated to student achievement [2]. Principals as managers and school leaders should have competent competencies, but based on a 2007 survey by the Directorate of Education Personnel shows that the competence of principals is as yet weak. Mastery of personality competencies (67.3%), managerial (47.1%), entrepreneurship (55.3%), supervision (40.41%), and social (64.2%). Likewise, the results of mapping on school principals' competencies nationally by the Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (LPPKS) or the Institute For Development and Empowerment of Principals and Lembaga Penjaminan Mutu Pendidikan (LPMP) or Institute For Educational Quality Assurance throughout Indonesia in 2010 show data not much different. The average mastery of all sub-competencies of the five competency dimensions nationally is 76%. That is, there is still a need for ongoing efforts to improve the mastery of principals' competencies that are still lacking (24%), so that all principals have mastery of plenary competence.

In the context of education of school principals who are competent with the program of preparing prospective principals. Minister of National Education Regulation Number 28 of 2010 concerning the Assignment of Teachers as Principals of Schools / Madrasah has prepared a program for preparing to educate principals / madrasah. Education and training of prospective principals is the process of providing theoretical and practical experience to prospective principals who have passed the recruitment stage within a predetermined period of time.

In the education and training process, prospective school principals who are declared to have passed the NUKS / M principal of school and Madrasah Certificate and Unique Number. The principal / madrasah certificate is formal evidence as an acknowledgment given to the teacher that the person concerned has fulfilled the qualifications and competencies to get additional duties as principal / madrasah. The certificate holder is declared to have passed the education and training program for prospective principals and has met

the qualification and competency standards to be given additional duties as principal / madrasah in accordance with the prevailing laws and regulations.

Based on data from the *Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (LPPKS)* in 2014/2015 stated that only 1.2% -2.1% of principals in Indonesia had NUKS / M. The West Nusa Tenggara LPMP data shows that out of 4,521 school principals, those with NUKS are only 305 people, this indicates that there are still many school principals who do not have NUKS and this education and training program is expected to run in accordance with the established guidelines and technical guidelines, so that finally will get competent principals candidates in accordance with the government's mandate. The education and training of principals needs to be carried out systematically so that prospective school principals can meet the standards as expected.

Education and training (*diklat*) can have a positive effect on prospective principals, while Arif Hasan (2017) explains in his research that, "he has established that HRD practices like training and development are positively related to organizational values of collaboration, creativity, quality, delegation and human treatment". Furthermore, in the research of [3], explained that, "*he has established that HRD practices like training and development were positively related to organizational values of collaboration, creativity, quality, delegation and human treatment.*" Furthermore, in the research of [2], explained that: "Training and development had positively correlated and claimed statistically significant relationship with employee performance and effectiveness". Education programs and training for prospective principals are expected to improve the quality of education in schools.

Education and training programs for prospective principals in order to obtain certificate numbers and unique principals are organized by the *Lembaga Penjaminan Mutu Pendidikan (LPMP)* of West Nusa Tenggara, becoming an interesting program evaluation study to study because to review the effectiveness of the implementation of education and training programs that ultimately impact on improving the competence of principals and improving the quality of education, especially in NTB and Indonesia in general. To find an objective description of the implementation of the Principal Education and Training Program in the LPMP of West Nusa Tenggara Province, the researchers were interested in conducting research on "The Evaluation of the School Principals Candidates Training Program in LPMP of West Nusa Tenggara Province.

II. REVIEW OF RELATED LITERATURE

A. Concept of the Evaluation Program

Evaluation is essentially helping stakeholders in assessing program implementation that has been planned systematically. [4] explains that the evaluation is an order to form value based on firm evidence. These judgments are concerned with the extent to which particular targets are being achieved. As according to Muriel J. Harris [5] states that:

Evaluation incorporates steps that specify and describe the activities and the process of evaluation; the initiative and why it is being evaluated; the measures needed to assess the inputs, outputs, and outcomes; and the methodology for collecting the information (data). In addition, an evaluation analyzes data and disseminates results in ways that ensure that the evaluation is useful to the stakeholders.

Gives a definition that evaluations the identification, clarification, and application of defensible criteria to determine on evaluation object's value (work or merit) in relation to those criteria [6]. Furthermore that generally, an evaluation is a systematic investigation of some object's value [7]. Operationally, evaluation is the process of delineating, obtaining, reporting, and applying descriptive and judgmental information about an object's value, as defined by such criteria as quality, worth, probity, equity, feasibility, cost, efficiency, safety, and significance. In general evaluation is a systematic investigation of the value of an object. Operational evaluation is evaluation as a process of drawing, searching, reporting and providing descriptive information to determine the value of an object through criteria such as: quality, value, honesty, fairness, feasibility, cost, efficiency, security, and significance. It can be concluded that evaluation is a systematic process to identify, clarify, and present information on an evaluation object based on predetermined criteria and the results are used to make decisions for stakeholders.

Defines the program as "a set of planned activities directed toward bringing about specified change (s) in an identified and identifiable audience". Furthermore, the program can be interpreted into two terms, namely programs in a special sense and programs in the general sense [8]. In general, the program can be interpreted as a form of plan. If the program is directly linked to program evaluation, the program is defined as a unit or unit of activity which is the realization or implementation of the policy, takes place in a continuous process and occurs in an organization that involves a group of people [9]. The program can be interpreted as a set of activity plans that are arranged systematically by involving a group of people and carried out continuously.

Program evaluation is a systematic process to identify, clarify, and present information on a program based on predetermined criteria and the results used to make decisions for stakeholders. Basically program evaluation aims to "help practitioners understand the kinds of evaluative decisions they face and enhance their ability to deliberate well" [10]. Furthermore, Robert E Stake explained that "the principal purpose of evaluation is to produce information that can guide decisions regarding the adoption of modification of educational programs" [11].

B. Concept of School Principals Training Program

Training means giving new or current employees the skills that they need to perform their jobs [12]. Training programs are used to ensure that the new employee has the basic knowledge required to perform the job satisfactorily [13]. Furthermore, P. Nischithaa and M V A L. Narasimha Rao revealed the training, as follows:

It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees. Training is a continuous process by which employee actually gets the knowledge and get to know how he or she can perform well in the organization. [14]

Minister of National Education Regulation Number 28 Year 2010 Article 7 Paragraph 2 describes the education and training of prospective principals / madrasah activities in providing theoretical learning experiences and practices that aim to develop knowledge, attitudes and skills on dimensions of personality, managerial, entrepreneurial, supervision, and social. Education and training for prospective principals is carried out in face-to-face activities within a minimum period of 100 (one hundred) hours and practice field experience within a minimum period of 3 (three) months. From the above explanation, it can be concluded that education and training programs are activities designed through the provision of theoretical and practical experience to prospective principals who aim to develop knowledge, attitudes and skills on dimensions of personality, managerial, entrepreneurial, supervision, and social in a predetermined period of time.

C. Robert Stake's Responsive Evaluation Model

Explain that the evaluation of Stake's model identifies 3 (three) phases in evaluation, namely antecedents, transactions, and outcomes, with an explanation of each phase:

- (1) Antecedents, antecedents refer to relevant background information. In particular, using this type of information as including any existing prior to teaching and learning conditions that may relate to outcomes — for example, whether a student is at breakfast or coming to school, whether he completed his homework assignment, or whether he got a good night's sleep; or whether the teachers' union opposed to required in-service training participation. Stake argued that to fully describe and judge a program or learning episode, evaluators must identify and analyze the pertinent antecedent conditions.
- (2) Transactions, Stake's second class information, the instructional transactions, including students' countless encounters with other persons, such as teachers, parents, counselors, tutors, and other students. Use the recommended evaluators to conduct a kind of ongoing process evaluation to discern and document the actual operations.
- (3) Outcomes, outcomes to what results from a program. These include abilities, achievements, attitudes, and aspirations. They also include impacts on all participants: teachers, parents, administrators, custodians, students, and others. They include results that are evident and obscure, intended and unintended, short range and long range. [7]

The information needed in this evaluation model includes rational, antecedent, transactions and outcomes. Rational shows the background and basis of the purpose of a program or policy. Antecedents, transactions, and outcomes are equivalent to inputs, processes and products. Information is

arranged in the form of a description and judgment matrix. To fill in the matrix, evaluators can gather considerations and users of the evaluation results. The description of the data is classified as intent and the observed state. Judgment statements are classified in conditions that meet specific standards and judgment on each element of the program being evaluated. Overall the Stake evaluation model can be described in the form of a matrix in Figure 1.

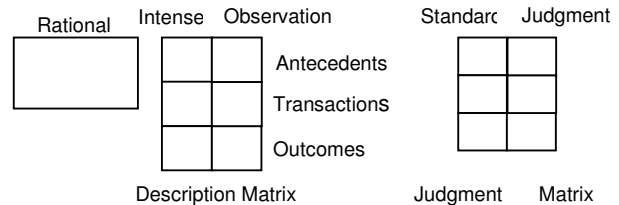


Figure 1. Matrix Model Stake's

III. RESEARCH METHODS

This study aims to evaluate: (1) the antecedent training program for prospective principals, including: legal basis, education and training goals, education and training objectives, and resources for implementing training for prospective principals including: resource persons / facilitators, facilities, teaching materials / module and financing of education and training; (2) the transactions/ implementation of training programs for prospective principals, which include: schedules, materials, models and stages, methods, media, and competency of the resource persons; and (3) outputs of prospective headmaster training programs (outcomes), carried out by the NTB Province LPMP which includes: achievement of competencies of prospective principals.

This study uses a qualitative approach, the evaluative research method with the evaluation model used is Robert Stake's Responsive. Furthermore, researchers used data collection techniques through: observation, interviews, and documentation studies. Data analysis using a method compiled by Matthew B. Miles and A Michael Huberman with interactive data analysis models through three activities, namely (1) data reduction; (2) data display; and (3) conclusion drawing / verification.

IV. RESULT AND DISCUSSION

A. Antecedent Evaluation

In the antecedent of the prospective principal training program, the evaluation researchers include: legal basis, education and training goals, education and training objectives, and resources for organizing training for prospective principals, namely: resource persons / facilitators, facilities, teaching materials / sources and financing books. As for the explanation of each result and discussion of the research, as follows:

1) Legal Basis

The training program for prospective principals is in accordance with the legal basis, Government Regulations, and more specifically regulated in the Minister of National

Education Regulation Number 28 of 2010 concerning the Assignment of Teachers as Principals / Madrasahs. In addition, referring to the Guidelines for the Implementation of School / Madrasah Principals Candidates Training, and Technical Guidelines for Preparing Training Programs for Principal Candidates. The training program for prospective principals has a clear regulation, there is compatibility with the training program for prospective principals, and the organizers and training participants understand the regulation of the training program. This shows that the regulation in the education and training program is a reference used in preparing and implementing training programs for prospective principals by education stakeholders (LPMP, Provincial / District / City Education Office, principals, and teachers). As for Kvavik [15] explains that:

Policy research shows that social corporatism, whereby councils composed of professionals and interest groups determine the direction of educational reform, enables the country to act in a consensual manner (Kvavik, 1974; Rust, 1990) and this, in turn, is likely to support the continuity between policy and practice.

2) Goals

The purpose of education and training is formulated in accordance with the competencies that must be possessed by prospective principals or training participants and in accordance with the regulation of the training program for prospective principals. The formulation of objectives according to the mandate of the Minister of National Education Regulation No. 28 of 2010 concerning the assignment of teachers as Principals / Madrasahs article 7 paragraph (1), namely the education and training of prospective principals to provide theoretical learning experiences and practices that aim to develop knowledge, attitudes and skills in dimensions of personality, managerial, entrepreneurial, supervision, and social competencies. The objectives of the training program for prospective principal principals compiled by the training providers are: clear and realistic, can be understood by participants and organizers, and in accordance with applicable rules. Meanwhile, Nyitor A. Shenge explained the purpose of education and training programs (education and training) that:

The need to ensure that goals of training are clear and realistic underscores the fact that goals should be able to both guide the training program's content and determine the criteria by which training effectiveness will be judged. [16]

However, Explained that successful goals fulfill four conditions: (1) the objectives must be specific; (2) goals must be challenging; (3) objectives must be achievable / affordable; and (4) individuals must commit to their goals. [1]

3) Objectives

Determination of the education and training objectives is carried out through administrative selection carried out by the provincial / district / city education agency, while academic selection is carried out by the NTB LPMP. In the training

program for prospective principals, it is explained that the object of training for prospective principals is the teachers who have the potential in the provincial / district / city education office or the regional office of the ministry of religion / office of the district / city religious ministry to get additional duties as principal / madrasah, who has passed administrative selection and academic selection. Administrative selection is done through an assessment of the completeness of documents, while academic selection is carried out through *Penilaian Potensi Kepemimpinan* (PPK) or Leadership Potential Assessment.

The education and training objectives is in accordance with the evaluation criteria for the training program for prospective principals, while objects is done very selectively, this is done to determine the potential leadership candidates for the prospective principal. As for Margaret E. Ross (2010) describes the importance of choosing training participants as follows:

Given the importance of excellence in instructional leadership, educational programs need to ensure they are matriculating quality candidates. Thus, a rigorous candidate selection process (Young et al., 2002; Murphy, 1999) is important. Darling Hammond et al. recommend that leadership education programs actively recruit teachers who are proficient in teaching, exhibit leadership ability, and who represent the community in which they reside and teach. Active recruitment of high quality candidates is vital to educational program success as "the knowledge and skills of those who enter a program determine to a great extent what kind of curriculum can be effective and what kind of leader will emerge.

Based on the study of documents obtained that the objectives of the training program for prospective principals is carried out through the selection of prospective principals in Minister of National Education Regulation Number 28 of 2010 Article 5 paragraph 2 (two) and 3 (three) describes the training selection as follows:

- (2) Administrative selection is carried out through an assessment of the completeness of documents issued by the authorized party as proof that the prospective principal / madrasah has fulfilled the general requirements as intended in Article 2 paragraph (2).
- (3) Academic selection is carried out through an assessment of leadership potential and initial mastery of the competence of principals / madrasah in accordance with the legislation.

4) Training Resources

In the preparation of training program resources, there must be reasonable conformity with the program and must consider how it will be implemented and what will be implemented. Effective program resources determine the success of program implementation. As for the results of the research by Lovenish Budhiraja [17] he explains that: "the results of the training programs of the respondent organizations are generally effective. With respect to course

duration, library facilities, trainer, teaching & computer aided programs and other infrastructure facilities. Effective training programs are supported by the appropriate duration of training and training, facilities, resources, teaching programs, computer assistance and other supporting infrastructure facilities. The resources for organizing training for prospective principals in the West Nusa Tenggara (NTB) Education Quality Assurance Institution consist of: resource persons or facilitators, facilities, teaching materials / source books, and funding. The following researchers describe the discussion of each component based on the findings of the study.

Resource persons or facilitators of education and training have qualifications in the average level of education of S2 and have master trainer certificates for training of prospective principals issued by the *Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah* (LPPKS) or Principal Development and Empowerment Institution. The researcher concludes that the resource person / facilitator is in accordance with the evaluation criteria for the training program for prospective principals. This is in accordance with the program and implementation guidelines stating that the resource person or facilitator in training prospective principals / madrasahs are LPPKS / LPMP / PPPPTK trainers, supervisors, principals, and university lecturers, who have master trainer certificates.

The training facilities for prospective principals, especially the study room provided by the education and training program organizers, air conditioned, clean, comfortable, have adequate lighting, 3 (three) classrooms, each of which can accommodate approximately 50 (fifty) training participants, while in one class room accommodates 30-31 training participants. In the Guidelines for the Implementation of Training for Prospective Principals of Schools / Madrasahs and the Training Program for Prospective Principals / Madrasahs, the number of participants in one class is 24 (twenty four) people. Therefore, the researchers concluded that the education and training facilities, especially the study room, were quite in accordance with the criteria for the training program for prospective principals, so it was necessary to consider the number of participants in one classroom, even though the class size was adequate. Donald L. Kirkpatrick and James D. Kirkpatrick, explain the following criteria for training facilities:

The selection of facilities is another important decision. Facilities should be both comfortable and convenient. Negative factors to be avoided include rooms that are too small, uncomfortable furniture, noise or other distractions, inconvenience, long distances to the training room, and uncomfortable temperature, either too hot or too cold. [18]

Teaching materials/module as support for the implementation of training for prospective principals, in accordance with the structure and program objectives of the training of prospective principals. Donald L. Kirkpatrick and James D. Kirkpatrick explain the benefits of the module, which: "... to help meet continuous learning requirements and improve job performance [18] Training programs for prospective principals / madrasahs have been developed 12

(twelve) learning packages as a reference and given when participants register, while teaching materials as a guide are: (1) Preparation of Medium Term Work Plans (RKJM) and Activity Plans and Budgets (RKAS); (2) Management of Educators and Education Personnel; (3) Development of School Administration Personnel; (4) Management of School / Madrasah Facilities and Infrastructure; (5) Learner Management; (6) Curriculum Management; (7) Management of School / Madrasah Finance; (8) Utilization of Information Technology in Learning; (9) Monitoring, evaluation and reporting; (10) Academic Supervision; (11) Integrated Leadership; and (12) Development of Production Activities and School / Madrasah Services.

Sources of funding for education and training programs for prospective principals are very important to plan, because it will have an impact on program implementation, [19] explain that: "stable funding is important to the success of most programs ". The source of funding for the implementation of 2017 is sourced from the district / city education office in the year and the budget is prepared together with the education and training organizer that is appointed by the provincial / district / city education office, namely the NTB Province LPMP. As for the Guidelines for the Implementation of Education and Training for Prospective Principals / Madrasahs, explained that the source of education funds and training for prospective principals comes from the APBD / APBN. The budget is used for costs: (1) organizing In-Service Learning 1, In-Service Learning 2; and (2) the cost of activities and monitoring of participants' On-the-Job Learning activities. It can be seen that there is a suitability of the training fund sources with the criteria for training programs for prospective principals in the NTB Province LPMP.

B. Transactions Evaluation

The Transactions/ implementation of training programs for prospective principals includes: training schedules, training materials, models and stages of training, training methods, training media, and resource competencies. Evaluation of the education and training program at this stage is a discussion of the suitability between conditions that should be with the factual conditions of the implementation of training programs for prospective principals conducted by the NTB Province LPMP. As for the discussion of research findings related to the implementation of training, including: training schedules, training materials, models and stages of training, methods of training, training media, and competency of resource persons, the researchers describe as follows:

1) Training Schedule

The schedule of education and training programs for prospective principals is in accordance with the implementation of the training program for prospective principals, but the organizers also need to consider the time allocation, namely the length of study in 10 JP a day and adjusted to the needs of training participants who are the majority of senior teachers. Donald L. Kirkpatrick and James D. Kirkpatrick, revealed that: "the training schedule must meet

the needs and desires of the participants instead of the convenience of the instructors. [18]

2) Training Material

The training materials presented in the training program for prospective principals include: (1) general material consisting of: the ministry of national education policy and the education service policy; (2) the core material consists of: group dynamics, spiritual leadership, entrepreneurship, learning leadership, RKS preparation, PTK management, facilities and infrastructure management, student management, curriculum management, financial management, ICT management, administration management, monitoring and evaluation, academic supervision; and (3) supporting material consists of: opening / closing, program orientation, RTK (*Rencana Tindak Kepemimpinan*) or Leadership Action Plan, pre test and post test, and evaluation.

The material for the education and training program for prospective principals is in accordance with the program criteria, which is accordance with the structure and objectives of the training program for prospective principals who have been assigned by the LPPKS in the implementation instructions and technical instructions for the training program for prospective principals. As Judith Bennett [20] explanations that: "the intended curriculum and objectives of the program as specified by those developing the program and the materials to support its introduction and use". Furthermore, in the Regulation of the Head of the Institute of State Administration Number 2 of 2008 Article 9 Paragraph 4 states that the assessment of the subject matter as referred to in paragraph (1) is the suitability of the main material in each training subject with the objectives and objectives of the training program.

3) Models and Steps of the Training

The model and stages of the education and training program for prospective principals are in accordance with the objectives of the training program for prospective principals, in which they are implemented in 3 (three) stages by applying the model, which : In Service Learning 1, On-the Job Learning, and In Service Learning 2 In Service Learning 1 (IN-1), namely learning through face-to-face activities, Bruce Joyce and Beverley Showers [20] describes in-service, as follows:

In their earlier work, they suggest that there are four categories of levels of impact in in-service training:

- a. awareness;*
- b. the acquisition of concepts or organized knowledge;*
- c. the learning of principles and skills;*
- d. the ability to apply those principles and skills in the class room.*

On the Job Learning (OJL) is learning on the ground in real situations. As King Abdul Ghafoor Khan, Furqan Ahmed Khan, & Muhammad Aslam Khan [21] to explain as follows:

On the Job Training is very effective and it also saves time and cost. Training and Development, On the Job Training, Training Design and Delivery style have significant effect on Organizational Performance and all these have positively affect the Organizational

Performance. It means it increases the overall organizational performance.

Education and training with a field work practice model is very effective and also saves time and costs. Besides that on the job learning also has a significant effect on performance. This means that it can improve the performance of the organization or educational institution as a whole.

4) Training Methods

The training method used in the principals training program is called experiential learning, in which types are: state bulk, case studies, visits, self-reflection, practice, internships, work, group and class discussions, simulations, individual and group assignments, and role playing. [22]have explained that: "Role playing, case studies, group discussions must be included in training sessions so that the training sessions look attractive and trainees take active participation in them".

5) Training Media

Learning media used in training programs for prospective principals includes LCD projectors, audio, laptops, white boards, flipcharts, and flannel boards. Learning media used in training programs are in accordance with the objectives of the training. The role of education and training media is to improve, support, or direct the attention of participants about the skills or knowledge of the lessons being presented [23]. The media used is more to audiovisual media, while [18] explain that: "'an audiovisual aid has two purposes: to help the leader maintain interest and to communicate".

6) Facilitator Competency

The resource person in the education and training program is competent in presenting material for the training of prospective principals; the facilitator has a major role in the effectiveness of the implementation of education and training. Roger Schwarz explained that:

The facilitator's main task is to help the group increase effectiveness by improving its process and structure. Process refers to how a group works together. It includes how members talk to each other, how they identify and solve problems, how they make decisions, and how they handle conflict. Structure refers to stable recurring group process, examples being group membership or group roles. In contrast, content refers to what a group is working on. The content of a group discussion might be whether to enter a new market, how to provide high-quality service to customers, or what each group member's responsibilities should be (2002, p. 5).

The task of the facilitator is to facilitate training participants in improving their knowledge and skills. A more important aspect is to shape the personality of the training participants through verbal and non-verbal language. This is not an easy task because besides a facilitator must master the material, methods, media, and communication techniques, the facilitator must also show attitudes and personalities that support the training objectives. The competence of facilitators greatly affects the quality of the training participants' output. Therefore, the facilitator must master the knowledge needed by the training participants and continuously strive to develop

and improve the mastery of science and technology in accordance with development and development needs.

C. Outcomes Evaluation

In this study, researchers evaluated only the results of implementation of the training program not on the impact of program implementation. The output of the training program for prospective principals is in accordance with the objectives of training for prospective principals, namely an increase in the competence of program participants in the training of prospective principals in aspects of knowledge, attitudes, and skills, as evidenced by the training participants' final grades and principal certificates.

The effectiveness of the training must result in behavioral changes, such as the transfer of knowledge and skills gained from the training into practice in order to achieve efficiency in the organization [24]. The effectiveness of training in terms of the output / results of the training program, where training participants experience behavioral change, increase the knowledge and skills acquired during the training and are expected to be able to apply it to achieve effectiveness and efficiency in schools. Furthermore Thang and Buyens [25] explained in his research results that:

through reviewing 66 studies conducted in different parts of the world opined that T&D leads to superior knowledge, skills, abilities, attitudes, and behaviour of employees that eventually enhance organizational performance.

Referring to the above opinion, it was concluded that education and training (Diklat) directed the training participants to increase the knowledge, skills, changes in attitudes, and behavior of the training participants which ultimately improved the school performance in the schools they would lead. In the Permendiknas Implementation Guideline Number 28 of 2010, it is explained that the principal / madrasah certificate is formal evidence as an acknowledgment given to the teacher that the person has fulfilled the qualifications and competencies to get additional duties as principal / madrasah. The certificate holder is declared to have passed the education and training program for prospective principals and has met the qualification and competency standards to be given additional duties as principal / madrasah in accordance with the prevailing laws and regulations.

V. CONCLUSIONS

The implementation of the education and training program in general has been in line with the standards and criteria for training of prospective school principals in the NTB LPMP, while the results of this study explain that:

- 1) The Antecedent of training program for prospective principals, including: legal basis, education and training goals, education and training objectives, and resources for organizing training for prospective principals, namely: resource persons / facilitators, facilities, teaching materials / module and general funding sources meet evaluation criteria. As for the aspects of facilities, especially classrooms, organizers need to consider the ratio of the number of training participants per class;
- 2) The transactions of training programs for prospective principals, including: training schedules, training materials, models and stages of training, training methods, education and training media, and resource persons competencies are generally categorized as meeting evaluation criteria. As for the aspect of time allocation the organizers need to consider the length of the lesson in a 10-hour lesson which should be adjusted to the needs of the training participants;
- 3) The outcomes/ output of the training program for prospective principals, in accordance with the objectives of training for prospective principals, namely an increase in the competence of program participants in the training of prospective principals in aspects of knowledge, attitudes, and skills.

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