

E-Evaluation based on CSE-UCLA Model Refers to Glickman Pattern for Evaluating the Leadership Training Program

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Abstract—This study aimed to describe the implementation of the level III leadership training program at the human resource development agency. The evaluation process used the CSE-UCLA model that was divided into: (1) components of system assessment, (2) program planning, (3) program implementation, (4) program improvement, and (5) program certification. This study involved 100 participants from the human resource development agency as institutional leaders, heads of divisions and heads of sub-sectors, lecturers/Widyaiswara, implementers/committees, superiors of alumni/mentors, and leadership training participants. Data was collected through questionnaires, interviews, observation, and documentation. The data were analyzed by quantitative descriptive analysis and verified by the Glickman quadrant, while the weaknesses found in the evaluation used qualitative descriptive analysis. The results showed that the level of effectiveness in terms of system assessment component included good criteria with a percentage of 82.4%, program planning component included good criteria (86.4%), program implementation component included good criteria (82.8%), and program improvement component included good criteria (83.2%). Lastly, the program certification component included good criteria (83%). The implementation of this Leadership Training Program is a strategy in developing SCA competencies, both managerial competencies, technical competencies, and socio-cultural competencies, to create a world-class bureaucracy in 2025 through independent learning and learning through coaching and mentoring.

Keywords—E-evaluation; leadership training; evaluation of educational programs; CSE-UCLA; human resource development agency

I. INTRODUCTION

Leadership is a performance that is carried out by someone in a group in order to move and influence others in developing human resources through education[1]. Leaders must have good decision-making skills in carrying out responsibilities for all processes, from procurement to evaluating work programs and the workforce[2]. However, in reality, there are still institutional leaders who are not fully able to manage themselves to change their mindset according to leadership concepts and competencies[3]. The facts show that the quality of the relationship between leaders and subordinates is still less harmonious and relevant[4],[5]. Some of the results of previous studies show an effect of increasing employee performance by transformational leadership, but some cases of

efforts to get transformational leaders are less open and competitive [6].

One of the essential efforts to continuously improve the quality of human resources for the apparatus is through education and training. Efforts to develop human resources are dealing with the facts on the ground that the implementation of education and training experiences several problems and obstacles[7]. The training's less than optimal implementation is due to the quality of the staff, facilities, and curriculum substance[8]. This problem is far from the ideal condition that the implementation of leadership training produces training participants' outputs who can demonstrate adaptive leadership competence (adaptive leadership) in developing innovations[9],[10]. In addition, the implementation and development of competency certification in education and training has not yet reached the target and has not been optimal, so the provision of innovation in the implementation of education and training does not continue and even stops [11],[12].

The determination of the innovation program needs to be regulated in the short, medium, and long term with specific, measurable, achievable, realistic time limit criteria[13],[14]. The implemented programs in accordance with the provisions need to be evaluated for the process and post-training. Evaluation applied in education and training named program evaluation. Evaluation of education and training programs is an activity carried out by an evaluator to collect and analyze complete and accurate information about the object/program/service/particular policy being studied [15],[16]. The education and training evaluation results can be used as recommendations in making decisions[17]. The implementation of education and training is able to ensure the formation of leader characters who have operational insight to build good governance. The evaluation results of the implementation of the training show that the old pattern was limited to equipping participants with the competencies needed to become visionary leaders [18],[19]. The problem of cost is also becoming an issue in implementing education and training. Therefore, post-training evaluation can be a policy solution regarding comparing the results and benefits of training with the costs incurred [20]. The post-training evaluation that have been carried out so far have not had a comprehensive normative standard and involve all stakeholders, so the recommendations obtained from the

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evaluation of the education and training carried out have not been optimal. In addition, the strengths and weaknesses in the implementation of education and training are not studied in depth [21].

The introduction of this study has explained the problems and constraints as part of a development and coaching system implemented by the education and training institution. The implementation of education and training must be implemented and developed in-depth to equip the state apparatus with good leadership [22]. This study examines scientifically through the CSE-UCLA (Center for the Study of Evaluation-University of California in Los Angeles) model. The CSE-UCLA model was chosen because it is very suitable and has advantages in the form of program implementation stages that can introduce the existence of the program being evaluated and the sustainability of the impact of an educational program[23]. The suitability of expectations and optimal implementation of the model will be known through a follow-up evaluation process [24]. This research is evaluative, which aims to determine the effectiveness of the leadership training program in terms of system assessment, program planning, program implementation, program improvement, and program certification in implementing programs in human resource institutions.

This study will observe the internal aspects of the education and training organization and its relation to implementing the education and training program that still needs to be improved. This study will observe the internal aspects of the education and training organization and its relation to implementing the training program, which still needs to be improved according to the objectives. The purpose of training in this research is to increase knowledge, skills, and attitudes in order to be able to carry out the duties of the level III leadership positions professionally based on the personality and ethics of civil servants according to the agency's needs. The fundamental objective of education and training in this research is through operational policies, which stipulate that the human resource development agency is a regional apparatus that carries out the functions of supporting government affairs in education and training. The training program's success is known through post-training evaluations to measure the level of success of the training process in an objective, reliable and valid manner, which is carried out after the training process is complete. The training program evaluation in this study used an e-evaluation based on the CSE-UCLA model, referring to the Glickman pattern for evaluating the leadership training program at the human resources development agency.

The research questions are (1) how is the effectiveness of implementing the leadership training program in terms of the system assessment aspect, namely the legal basis, the organization's vision and mission, regulations for the implementation of leadership training, local government support, and stakeholder support?; (2) how is the effectiveness of the implementation of the leadership training program in terms of program planning aspects, namely the management of the implementation of leadership training in terms of the ability of teachers/widyaswara, committee readiness, facilities and infrastructures, and budget?; (3) how is the effectiveness

of the implementation of the leadership training program in terms of program implementation aspects, namely the achievement of innovation, the factors driving and inhibiting alumni innovation, and the impact of innovation on the organization?; (4) how is the effectiveness of the implementation of the leadership training program in terms of the program improvement aspect, namely the participants' reactions to the abilities of the teachers/widyaiswara, committee, materials, schedules, and training programs, as well as the behavior of participants after returning to their work units?; (5) how is the effectiveness of implementing the leadership training program in terms of the program certification aspect, namely the adaptive leadership competence of alumni?

II. LITERATURE REVIEW

A. System Assessment of Leadership Training

The analysis of training needs is an ongoing process of collecting data to determine education and training needs[25],[26]. Education and training can be developed to help organizations achieve goals based on the results of a needs analysis so that they are the basis for program success[27]. This analysis begins with a training needs assessment (needs assessment) which aims to collect information on the training program's needs[28]. The results of the analysis of training needs are helpful as a basis for making a decision and providing solutions, instructions on what to do, how to implement, and what results are obtained[29]. The accuracy will significantly influence the leadership development program in preparing the curriculum, materials, methods, and learning evaluation systems that will be carried out[30]. The evaluation that will be carried out is expected to provide information about the value and benefits of the objectives to be achieved, design, implementation, and impact to help make decisions, accountability, and increase understanding of the existing phenomena[31].

B. Program Planning of Leadership Training

One of the main activities in implementing education and training is to design the program (designing and constructing the education and training). Design (design) is a planning process that describes a sequence of activities (systematics) regarding a program[32]. The design and construction of the education and training program are planning the sequence of activities for the education and training aspect, which is a unanimous unity of the program[33]. There are three essential elements in each education and training design that need to be considered to improve activities for each individual, namely: 1) purpose (what must be achieved); 2) method (how to achieve the goal); 3) format (under what circumstances the determination of the existing design is to be achieved)[34]. Planning is the initial activity of management functions. Planning is the most crucial stage of a management function, especially in dealing with a dynamically changing external environment[35]. Strategic planning is the first step that agencies must take in order to be able to respond to the demands of the local, national and global strategic environment. The realization of the strategic plan is carried out through the selection of targets and priority programs that must be implemented so that the vision and mission are in line

with the potential, opportunities, and constraints faced in efforts to increase performance accountability[36].

C. Program Implementation of Leadership Training

Leadership Education and Training is training that provides insight, knowledge, expertise, skills, attitudes, and behavior in the field of apparatus leadership to achieve leadership competency requirements in certain structural levels[37]. Leadership training is carried out to achieve the leadership competency requirements of government officials following the level of structural positions[38]. The competencies built-in leadership training are operational and tactical leadership competencies indicated by the ability to develop character and integrity behavior, develop activity plans, describe the agency's vision and mission, collaborate internally and externally, innovate, and optimize internal and external potentials. External to the organization[39]. These competencies can be achieved by designing a curriculum structure that includes five stages of learning, including 1) Diagnostic Stage of Organizational Change Needs; 2) Taking Ownership Stage; 3) Designing Change and Team Building Phase; 4) Leadership Laboratory Stage; and 5) Evaluation Phase[40].

D. Program Improvement of Leadership Training

Leadership behavior is an exciting study because it opens up great opportunities for everyone to become a leader. The study of the behavior and type of a leader for government organizations is growing and is supported by a government organizational model that is increasingly leading to a corporate organizational model[41]. The demand for leaders to constantly bring new things to the organization is hope for every individual[42]. Leaders of change who become the jargon in the new pattern of leadership training are not only an expression but in the new pattern of training. Each participant is expected to be able to present projects that can bring about change in the workplace[43]. Organizational leadership can be enriched through education and training, not solely on The grand man theory[42].

E. Program Certification of Leadership Training

Training is essentially aimed at developing human resource competencies. These competencies are developed through a conducive learning process during the training program[44]. The output of the training program is expected to support adaptive leadership competencies, the concept of innovation, and organizational performance[45]. Adaptive leadership means leadership that quickly adapts to changes and new circumstances[46]. The need for adaptive leaders is due to complex challenges and not enough operational improvisation to meet challenges[47]. Strategic organizational changes are needed to display satisfactory organizational performance[48]. The state civil apparatus must create work productivity to achieve public services that lead to good governance and clean governance[49],[50]. Improving service quality can be achieved by recognizing the conditions and challenges faced[51]. Resolution of organizational problems can be achieved with the principles of accountability and innovation[52].

F. CSE-UCLA Evaluation Model

Each education and training institution must have the competence or ability to build human resources for the apparatus, which is realized through implementing the education and training administration system by paying attention to quality, namely input, process, and output[53]. Sustainability of expenditure is the final result of the training not ending. Education and training institutions must monitor alumni performance in the form of follow-up evaluations (post-training) to determine the effectiveness of competencies in their work units[54]. CSE-UCLA is an evaluation model that has five evaluation aspects, namely system assessment, program planning, program implementation, program improvement, and program certification[55]. The CSE-UCLA model can evaluate service programs that help human life, such as educational learning programs, banks, cooperatives, e-government, e-learning[56]. A system assessment is an evaluation that provides information about the state or position of the system[57]. Program planning is an evaluation that helps select specific programs that may be successful in meeting program needs[58]. Program Implementation is an evaluation that provides whether the program has been introduced to specific groups as planned[59]. Program Improvement is an evaluation that allows the organization to achieve specific achievements[60]. A program certification provides information about the value or use of the program [61].

III. METHOD

The implementation of this research was carried out at the Human Resources Development Agency in the Province of Bali. This research is evaluative research that aims to determine the effectiveness of the leadership training program in terms of system assessment, program planning, program implementation, program improvement, and program certification in program implementation. An explanation of the sample, evaluation model design, data collection, and analysis can be presented in this section.

A. Sample

The distribution of the population in this study is in Table I.

TABLE I. DISTRIBUTION OF THE RESEARCH POPULATION

No.	Population Source	Total (Person)
1	Head of Institution	1
2	Head and Head of Subdivision	15
3	Alumni/Mentor Supervisor	34
4	Level III Leadership Training Alumni from 5 (five) batches	147
5	Lecturer/Widyaiswara	15
6	Committee	10
Total		222

The sampling technique used in this study is a purposive random sampling technique. The considerations used in this purposive sampling are (a) the training participants are in direct contact with the committee and education staff (widyaiswara) every day during the training; (b) In carrying out their duties, the training participants also interact with the committee, widyaiswara and mentors/superiors of the training participants; (c) After sampling, the samples with the following composition were obtained in Table II.

TABLE II. RESEARCH SAMPLE

No.	Population Source	Total (Person)
1	Head of Institution	1
2	Head and Head of Subdivision	15
3	Lecturer/Widyaiswara	15
4	Executor/committee	10
5	Alumni/Mentor Supervisor	25
6	Level III leadership training participants	34
Total		100

B. Evaluation Model Design

The variables involved in this program evaluation research are the effectiveness of the leadership training program implementation as measured by the components of the system assessment, program planning, program implementation, program improvement, and program certification to measure the adaptive leadership competencies of alumni. The component of the evaluation aspect is in Table III.

TABLE III. DESIGN OF THE CSE-UCLA MODEL ON EVALUATION OF THE IMPLEMENTATION OF THE LEADERSHIP TRAINING PROGRAM

Component	Evaluation Aspect
A(System Assessment)	1. Organizational Vision and Mission and Objectives of the Implementation of Leadership training (<i>Diklatpim</i>) 2. Legal basis 3. Support from local government and stakeholders
B(Program Planning)	Readiness/ability: 1. Lecturer/Widyaiswara 2. Committee 3. Infrastructures 4. Budget
C(Program Implementation)	1. Implementation of Leadership in implementing innovation 2. Factors driving and inhibiting alumni innovation
D(Program Improvement)	1. Participants' reactions to the ability of training staff/widyaiswara, committee, infrastructure 2. Behavior of participants after returning to the work unit
E(Program Certification)	1. Adaptive leadership competence 2. Impact of organizational innovation

C. Data Collection

The instrument used is a questionnaire. Correct and representative conclusions are generated from informations that were obtained correctly, validly, and reliably. Researchers used four methods to seek information from primary and secondary data sources: education and training managers (institutional leaders, heads of divisions, sub-sectors, and teaching staff/widyaiswara) and alumni of Leadership Training. Researchers use triangulation and reference materials. Through triangulation, researchers have checked the findings of the data by comparing it with various data sources and methods as well as time. The triangulation used in this research is source triangulation and method triangulation, and time triangulation. The data used in this study is primary data which is the answers of various research respondents, namely women and men, different ages, education levels, ranks, and positions. Data collection was carried out from May to September 2021. The questionnaires were distributed through the Google form considering that when the research was implemented PPKM level.4 COVID 19 in Bali Province (Governor Regulation No.12/2021).

The data obtained in this study is numerical data through a questionnaire compiled using a Likert Scale model to measure respondents' opinions, attitudes, and perceptions regarding the effectiveness of the implementation of Leadership Training. The scoring format using a Likert scale model is in Table IV.

Data collection through questionnaires is equipped with a grid of instruments to guide the making of questionnaires, namely a questionnaire for teachers/widyaiswara, questionnaires for participants/training alumni, interview grids (leader, head/head of sub field of mentor, widyaiswara, committee and training, and education alumni), observation grids and evaluation documentation of the leadership training program implementation. Technical data collection can be demonstrated by going through the flow or framework in Fig. 1.

The mechanisms for calculating content validity using the Gregory Formula are:

- 1) Assessment of the instrument per item by using a scale, a scale of 1 – 4.
- 2) The scale is grouped. For example, a score of 1-2 is grouped to be less relevant, a score of 3-4 is grouped to be very relevant.
- 3) The results of the experts are tabulated in the form of a matrix.

TABLE IV. SCORE FORMAT IN LIKERT SCALE

Positive Statement (+)		Negative Statement (-)	
Score.1	Strongly Disagree	Score.1	Strongly Agree
Score.2	Disagree	Score.2	Agree
Score.3	Neutral/Sufficiently Agree	Score.3	Neutral/Sufficiently Agree
Score.4	Agree	Score.4	Disagree
Score.5	Strongly Agree	Score.5	Strongly Disagree

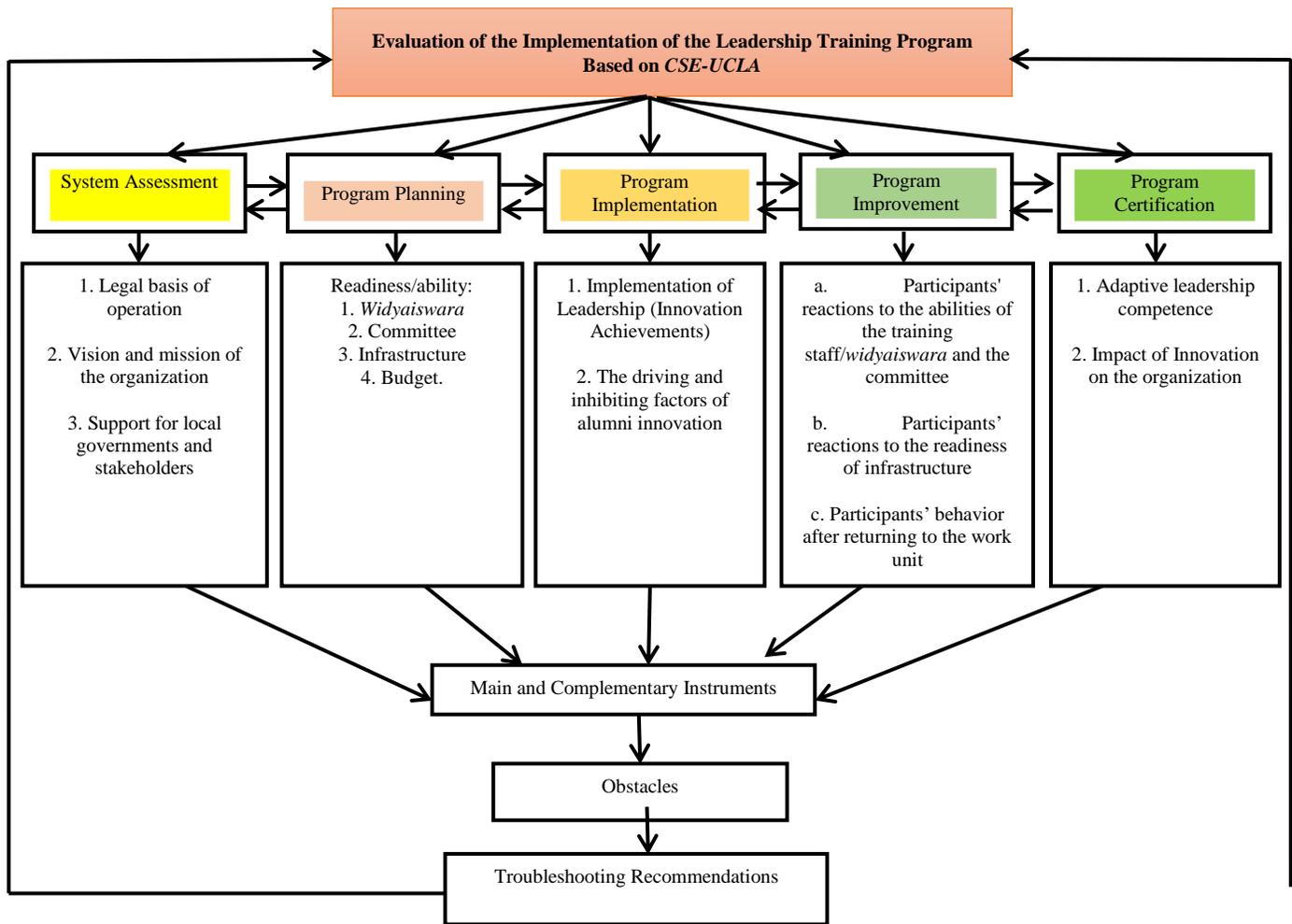


Fig. 1. Mechanism of Data Collection Evaluation of the Implementation of the CSE-UCLA-based Leadership Training Program.

4) Cross tabulation is made.

5) Content validity is calculated using the formula:

$$\text{Content validity} = \frac{D}{A+B+C+D} \quad (1)$$

Notes:

A = Disagreement between the two raters

B and C = Differences in views between raters

D = Valid agreement between the two raters

Content validity ≥ 0.60 is said to have good content validity and the test can be used in research.

For reliability, the formula used is Cronbach's Alpha as:

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left(1 - \sum \frac{\sigma_b^2}{\sigma_t^2} \right) \quad (2)$$

Notes:

r_{11} = reliability,

k = number of questions,

2 = number of item variants,

t^2 = total variance.

Instrument reliability in its interpretation uses the interpretation of the correlation coefficients found to be large or small so that it can be guided by the provisions listed in the Table V [62].

By using this formula, the results of the empirical validity and reliability test are in Table VI. Based on the Table VI, it appears that the value of $r_{\text{count}} > r_{\text{critical}}$ for $n = 30 = 0.361$. Thus, all questionnaire items for the training and education alumni participants were declared valid and suitable to measure research variables. The questionnaire reliability coefficient for the training alumni participants was 0.949, with a very strong category based on the reliability calculation.

TABLE V. INSTRUMENTS' RELIABILITY

The value of r	Interpretation
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very strong

TABLE VI. VALIDITY AND RELIABILITY OF QUESTIONNAIRES OF THE TRAINING ALUMNI

Item Number	r _{count}	r _{critical} (n=30)	Conclusion	Reliability
1, 2, 3,	0.566; 0.571;	0.361	Valid	0.949
4, 5, 6,	0.624; 0.381;			
7, 8, 9,	0.677; 0.626;			
10, 11,	0.585; 0.605;			
12, 13,	0.574; 0.659;			
14, 15,	0.552; 0.600;			
16, 17,	0.501; 0.589;			
18, 19,	0.409; 0.546;			
20, 21,	0.624; 0.381;			
22, 23,	0.677; 0.534;			
24, 25,	0.585; 0.605;			
26, 27,	0.574; 0.659;			
28, 29,	0.552; 0.614;			
30, 31,	0.572; 0.531;			
32, 33,	0.504; 0.749;			
34, 35,	0.547; 0.562;			
36, 37,	0.659; 0.529;			
38, 39,	0.410; 0.520;			
40, 41,	0.494; 0.481;			
42, 43,	0.504; 0.545;			
	0.572; 0.562;			
	0.659.			

Based on the Table VII, it appears that the value of $r_{count} > r_{critical}$ for $n = 30 = 0.361$. Thus, all questionnaire items for education and training teachers were declared valid and suitable to measure research variables. Based on the reliability calculation, the questionnaire reliability coefficient for education and training teachers is 0.938, with a very strong category.

TABLE VII. VALIDITY AND RELIABILITY OF THE EDUCATION AND TRAINING TEACHER QUESTIONNAIRES

Item Number	r _{count}	r _{critical} (n=30)	Conclusion	Reliability
1, 2, 3, 4,	0.593; 0.530;	0.361	Valid	0.938
5, 6, 7, 8,	0.641; 0.503;			
9, 10, 11,	0.517; 0.478;			
12, 13,	0.539; 0.641;			
14, 15,	0.503; 0.430;			
16, 17,	0.594; 0.527;			
18, 19,	0.487; 0.612;			
20, 21,	0.449; 0.663;			
22, 23,	0.673; 0.424;			
24, 25,	0.480; 0.497;			
26, 27,	0.401; 0.646;			
28, 29,	0.488; 0.405;			
30, 31,	0.641; 0.503;			
32, 33,	0.430; 0.594;			
34, 35,	0.527; 0.487;			
36, 37,	0.612; 0.449;			
38, 39,	0.603; 0.673;			
40, 41,	0.442; 0.394;			
42, 43,	0.556; 0.521;			
44, 45,	0.400; 0.401;			
	0.401; 0.646;			
	0.488; 0.552;			
	0.442.			

D. Data Analysis Techniques

The data analysis techniques were carried out by

- 1) Distributing a questionnaire in terms of tangibles, reliability, responsiveness, assurance, and empathy;
- 2) Interviews with respondents to find out information about the leadership training program and synchronize the results of the questionnaires from the subjects studied, including the administrators of the educators themselves and the educators;
- 3) Observations are carried out to find out whether the implementation of the training seen from the observed aspects have been supported by authentic documents which are the legal basis for post-training implementation and to determine the effectiveness of the leadership training program in terms of aspects of system assessment, program planning, program implementation, program improvement, and program certification in the implementation of leadership training;
- 4) Documentation is related to the object of research and the program implementation.

Data analysis on the five CSE-UCLA Aspects was carried out quantitatively and qualitatively. Analysis of data on the evaluation of the implementation of the Leadership Training program in terms of the Aspects of the system assessment program planning, program implementation, program improvement, program certification using quantitative descriptive analysis measuring tools. For the constraints found in implementing this program using a qualitative descriptive analysis, primary and secondary data analysis was carried out in the data analysis stage. Primary data analysis includes:

Calculates the average score obtained in each evaluation and converts it into classifications and categories using a five scale based on the ideal mean (Mi) and ideal standard deviation (SDi), with the formula:

$$M_i = \frac{1}{2} (\text{ideal maximum value} + \text{ideal minimum value}) \quad (3)$$

$$SD_i = \frac{1}{6} (\text{ideal maximum value} - \text{ideal minimum value}) \quad (4)$$

The categorization of scores was determined by the three categories in Table VIII.

TABLE VIII. CATEGORIZATION OF SCORES IN THREE CATEGORIES USING IDEAL VALUES

Score categorization	Information
$(M_i) < \bar{X} \leq (M_i + 1.5SD_i)$	High
$(M_i - 1.5SD_i) < \bar{X} \leq (M_i)$	Enough
$\bar{X} \leq (M_i - 1.5SD_i)$	Less

Calculate the score obtained into the standard score (z score) with the formula.

$$z = \frac{x - \bar{X}}{SD} \quad (5)$$

z = Standard score

- X = raw score obtained by respondents
- \bar{X} = mean/mean
- SD = standard deviation/standard deviation

Change the standard Z-score into a T-Score with the formula:

$$T\text{-score} = (Z\text{-score} * 10) + 50 \quad (6)$$

Notes:

$T \geq 50$ Aspect value is high which is symbolized by H (Height)

$T < 50$ Aspect value is low which is symbolized by L (Low)

If 50 is a constant number which is the average limit of the normal curve that moves from 20 to 80 with six standard deviation values where one standard deviation of the value is 10.

Interpreting the T-Score of each Aspect into the Glickman Quadrant implementation level category is shown in Table IX.

TABLE IX. EFFECTIVENESS OF IMPLEMENTING A PROGRAM IN ALL ASPECTS OF CSE-UCLA FOLLOWING THE GLICKMAN PATTERN

Effective					Excellence				
A	B	C	D	E	A	B	C	D	E
H	H	H	H	L	H	H	H	H	H
H	H	H	L	H					
H	H	L	H	H					
H	L	H	H	H					
L	H	H	H	H					
Poor					Less				
A	B	C	D	E	A	B	C	D	E
L	L	L	L	L	H	L	L	L	L
					L	H	L	L	L
					L	L	H	L	L
					L	L	L	H	L
					L	L	L	L	H
					H	L	L	L	L
					L	L	H	L	L
					L	H	H	H	L
					L	H	L	H	H
					H	H	L	L	H
					L	H	L	H	L
					L	L	H	L	H
					H	L	H	L	L

To determine the effectiveness of a program or activity, the following classification is determined[63]:

Notes:

Excellence: If all five Aspects/variables are of high value (H)

Effective: If four of the five Aspects/variables are of high value (H)

Less : If one or two of the five Aspects/variables are of high value (H)

Poor : If all five Aspects/variables are low value (L)

Secondary data analysis includes: confirming the results of tabulation of primary data with data obtained through triangulation data collection techniques, namely interviews, observations, and cross-check documentation of the tabulation of the data obtained. They discussed and concluded things that resulted in an overview of the effectiveness of the implementation of the Level III Leadership Training program at BPSDM Bali Province in terms of the Aspects of the System Assessment, Program Planning, Program Implementation, Program Improvement, and Program Certification.

The data analyzed qualitatively include data obtained from interviews and observations or document studies. Furthermore, the validity of the data can also be checked. The data analysis technique, according to Sugiyono, follows the steps: data reduction, data display/data presentation, conclusion/verification[62]. Qualitative data validity test in qualitative research includes credibility, transferability, dependability, and confirmability tests.

IV. RESULT

Measurement of success is based on the interpretation of measurement behaviour that can describe the degree of quality and quantity and the existence of program implementation. However, the measurement results cannot be used as a reference for decision-making from quality and quantity if they do not have a comparison with a reference or comparison material. This research produces information about the effectiveness of the leadership training program in terms of system assessment, program planning, program implementation, program improvement, and program certification in program implementation.

A. Quantitative

Description of the quality of Leadership Training and Education data from the assessment of Teachers/Widyaiswara is shown in Table X. It can be concluded that it is univariate (analysis used on one variable to know and identify the characteristics of the variable). The tendency of scores in the description of the leadership training program is based on the data description and ideal score criteria. The determination of the ideal score criteria uses the ideal mean (Mi) and the ideal standard deviation (SDi) as a comparison to determine the score seen from the A-B-C-D-E (AP4) aspect. Table X, in general (average) the quality of the leadership training program on the AP4 aspect of the teacher/Widyaiswara assessment is good, namely 83.48%.

TABLE X. DESCRIPTION OF THE QUALITY SCORE OF LEADERSHIP TRAINING ON THE AP4 ASPECT OF THE TEACHER/WIDYAISWARA ASSESSMENT

The Calculation Results		Aspect					Implementation(AP4)
		A	B	C	D	E	
1	$\sum X$	61.87	64.9	62.11	62.5	62.25	312.96
2	N	15	15	15	15	15	15
3	M	4.12	4.32	4.14	4.16	4.15	-
4	SD	0.5	0.5	0.67	0.33	0.33	-
5	Mo	4.12	4.32	4.14	4.16	4.15	20.89
6	Mi	3.5	3.5	3	4	4	18
7	Mo (%)	82.4	86.4	82.8	83.2	83	83.48
8	Max	5	5	5	5	5	-
9	Min	2	2	1	3	3	-
10	Category	Good	Excellence	Excellence	Enough	Enough	

Data analysis using the Glickman Formula about the quality of the leadership training program obtained in this study was transformed into a T-score. Based on the data described on the quality of implementing the leadership training program for teachers/widyaiswara in terms of the CSE – UCLA Evaluation Model, it is summarized in the following Table XI. The quality of the Leadership Training Program Implementation for Teachers/Widyaiswara is categorized as Effective.

Quality results of implementation of leadership training programs for teachers/widyaiswara in view from the CSE-UCLA evaluation model using the Glickman formula can be seen visually in Fig. 2.

Description of leadership training quality data from the assessment of training alumni participants can be seen in Table XII. In general (on average), the quality of the leadership training program on the AP4 aspect of the assessment of the training alumni participants is very good, namely 90.72%.

TABLE XI. SUMMARY OF QUALITY RESULTS THE IMPLEMENTATION OF LEADERSHIP TRAINING PROGRAMS FOR TEACHERS/WIDYAISWARA IN VIEW FROM THE CSE-UCLA EVALUATION MODEL

Aspect		Frequency			Information
		High	Low	Results	
1	<i>A(System Assessment)</i>	5	10	Low	L
2	<i>B (Program Planning)</i>	8	7	High	H
3	<i>C(Program Implementation)</i>	8	7	High	H
4	<i>D(Program Improvement)</i>	8	7	High	H
5	<i>E(Program Certification)</i>	9	6	High	H

Notes:
L:Low
H:High

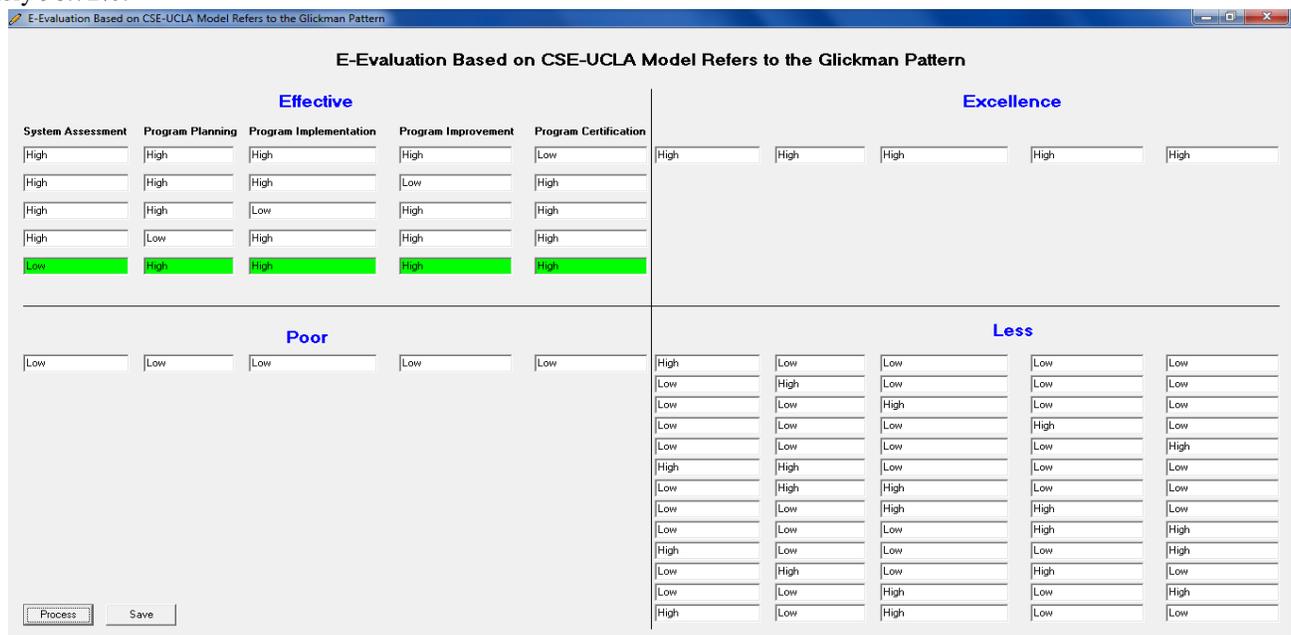


Fig. 2. Visualization of Glickman Formula Calculations in Determining Quality Results of Implementation of Leadership Training Programs for Teachers/Widyaiswara in View from the CSE-UCLA Evaluation Model.

TABLE XII. DESCRIPTION OF THE QUALITY SCORE OF THE IMPLEMENTATION OF THE LEADERSHIP TRAINING PROGRAM

The Calculation Results	Aspects					Implementation (AP4)
	A	B	C	D	E	
1 $\sum X$	229.4	224.13	221.76	229.8	228.4	1138.3
2 N	50	50	50	50	50	50
3 M	4.59	4.48	4.44	4.6	4.57	-
4 SD	0.5	0.5	0.67	0.33	0.33	-
5 Mo	4.59	4.48	4.44	4.6	4.57	4.57
6 Mi	3.5	3.5	3	4	4	18
7 Mo (%)	91.8	89.6	88.8	92	91.4	90.72%
8 Max	5	5	5	5	5	-
9 Min	2	2	1	3	3	-
10 Category	Excellence	Excellence	Excellence	Excellence	Excellence	

Based on the Table XIII, the quality of the leadership training program implementation for alumni training participants is categorized as Effective.

TABLE XIII. SUMMARY OF QUALITY RESULTS OF LEADERSHIP TRAINING PROGRAM IMPLEMENTATION FOR ALUMNI TRAINING PARTICIPANTS VIEWED FROM THE CSE-UCLA EVALUATION MODEL

Aspect	Frequency			Information
	High	Low	Results	
1 A(System Assessment)	32	18	High	H
2 B (Program Planning)	29	21	High	H
3 C(Program Implementation)	24	26	Low	L
4 D(Program Improvement)	35	15	High	H
5 E(Program Certification)	33	17	High	H

Notes:
L:Low
H:High

B. Qualitative

Description of Leadership Training quality data from the evaluation of the Committee, Teachers/Widyaiswara and alumni are presented in every aspect.

1) *Implementation effectiveness of leadership training program on the system assessment aspect:* I Nyoman Mariada said that the Human Resources Development Agency (BPSDM) of the Province of Bali as the center of excellence in developing the competence of SCA in the Province of Bali in supporting motto of Bali Government “Nangun Sat Kerthi Loka Bali” through a universally planned development pattern. The vision, mission and goals of BPSDM Bali support

the creation of the sanctity and harmony of Bali’s nature and its contents, to realize a prosperous and happy Balinese life with Trisakti Bung Karno principles (political sovereignty, economically dedicated, and culturally personal) through patterned development, comprehensive, planned, directed and integrated within the framework of the Unitary State of the Republic of Indonesia based on the values of Pancasila.

“The objective of *BPSDM* is to create professional and competent apparatus resources as stated in the strategic plan. The goal of this is to produce change leaders who are able to analyze and solve problems in their institutions in the form of innovations/change projects.”

Interview with Widyaiswara, I Made Sedana Yoga

“As a teacher, he is not directly involved in formulating and disseminating the vision, mission and objectives of the leadership training program implementation, but in general it is quite good. We strongly support this vision and mission and the programs it supports. So even though we are not directly involved in its formulation, we can see and judge, so far it has been a visionary.”

Interview with Widyaiswara, Dewa Ketut Winanda

Administratively, participants who wish to participate in leadership training at least have sat at the administrator level or supervisor level planned for promotion to administrator. They must also pass the selection and meet the portfolio and maximum age requirements. If this administrative selection passes, we can continue to participate and we will provide guidance according to the rules.”

Interview with Widyaiswara, I Made Gede Partha Kesuma

Administration standards are set as requirements and based on regulations from the center. The aim is to ensure that participants who take part in the training are individuals who have qualified and are able to become leaders for their respective institutions. Based on the results of interviews from several respondents from *widyaiswara* at *BPSDM* Bali, it can be seen that in organizing a program, an institution must have a clear vision, mission and goals.

2) *Implementation effectiveness of the leadership training program on the program planning aspect:* Widyaiswara’s readiness to teach is one of the keys to the success of implementing Leadership Training level III at the Bali Province BPSDM, so that the institution strives to continue to improve the competence and readiness of *widyaiswara* to be able to control and bring education and training towards the vision, mission and goals of the institution. As an effort to improve the competence of *widyaiswara*, BPSDM Bali Province must take an evaluation step to find out how the *widyaiswara*’s ability when teaching.

“For the purposes of improving the competence of *widyaiswara*, we routinely carry out performance evaluations during teaching. The main source on which we base our evaluation is using a questionnaire from the training participants. From the questionnaire, we will do a mapping in each aspect. Because from the questionnaire the answers are

usually mixed and subjective, we cannot immediately conclude from the results of the questionnaire, but also with other analyzes and considerations. Anyway, until later, we will generalize what needs to be evaluated.”

Interview with the Head of Sub Division of Core Technical Competency Development for Administration, Ni Ketut Suwardhyaksadewi

Facilities and infrastructure for the implementation of Level III Leadership Training at the Bali Province BPSDM have been well prepared before the program runs. So far, the Bali Province BPSDM has succeeded in facilitating all the needs of the Leadership Training and ensuring that both widyaiswara and training participants receive proper and functioning teaching and learning facilities.

“We can make sure that the infrastructure here is adequate and complete for the continuity of the education and training. And this is proven by the Pim III Education and Training having the A accreditation predicate, where one of the assessments to get A Accreditation is the availability of training infrastructure according to standards. So we are also grateful with all these facilities, we have succeeded in maintaining the quality standards of the education and training, we are also sure that from here the vision, mission and goals of the institution can be realized.”

Interview with Head of Sub Division of Learning Resources Management and Cooperation, Ni Putu Massuli Adi

3) *Implementation effectiveness of leadership training program on program implementation aspect:* The output of the implementation of leadership training is innovation in the form of change projects. The sustainability of the change (innovation) project for training participants is very important because there are still several milestones or goals in the change project that have not been achieved. This failure can usually be analyzed through the identification of the inhibiting factors.

“Actually, we already have innovation ideas for our institution. After participating in the training, we can also be strengthened about these innovations. However, conditions in the field sometimes hinder its realization, as in our opinion the most hindering is the hectic volume of work, even when on campus you still have to do office work, plus the number of staff is very minimal.”

Interview with Alumni of Training Participants, I Made Toya Arnawa

After the implementation of the Leadership Training, participants received reinforcement to implement change (innovation) projects at their respective home institutions. However, conditions in the field often create obstacles that complicate the realization of innovation in institutions. This is also similar to what was conveyed by other alumni of the training participants.

“After the training, we are enthusiastic to innovate, as if we have a lot of innovations that we can apply in institutions. We also get good ideas from mentors and widyaiswara. It’s

great if they are implemented. But indeed when we meet the facts on the ground, there are some obstacles. What we feel the most here is the lack of support, especially the support from the community.”

Interview with Alumni Training Participants, Ni Nyoman Sri Rahayu

The change (innovation) project is carried out in the institution under the guidance of a mentor. Mentors are direct supervisors of participants who have competence in providing support, guidance and input to participants to carry out change projects. During the formulation and implementation of the change project, the training participants must coordinate regularly with their respective mentors so that the innovations carried out are on target according to the initial design.

“The presence of a mentor here is very important, because sometimes we like to improvise when we innovate. Trying outside of the previous plan, so if it is not coordinated with the mentor, it may not be right on target. So we do continue to coordinate, discuss the concepts and technicalities, if there are obstacles, what are the solutions. Coordination with our mentor is quite good but the problem is that he has retired from duty but his successor is also very supportive until we can continue the realization of my change project.”

Interview with Alumni Training Participants, Ni Nyoman Sri Rahayu

4) *Implementation effectiveness of leadership training program on program improvement aspect:* Widyaiswara has been prepared by the institution to be able to teach the material in depth with a fun andragogy method. Mastery of the material from widyaiswara becomes one of the modalities of the successful implementation of Leadership Training. This widyaiswara readiness was also felt by other alumni of the training participants.

“There are some who have good quality both in terms of mastery of the material and the ability to distribute it to participants. Some may master the material, but for me it is not suitable in delivery so that it becomes less enthusiastic. But those whose names are teachers already understand that they have their own teaching styles. It may be suitable for me but not necessarily for others. But if you want to be objective in terms of mastery of the material, the widyaiswara at BPSDM have mastered it very well, so we can take a lot of knowledge.”

Interview with Alumni of Training Participants, I Made Toya Arnawa

The effectiveness of the implementation of the Level III Leadership Training program at BPSDM Bali Province in terms of the aspect of the program improvement can also be seen from the behavior of participants after returning to the work unit. Training can be said to be successful if it is able to provide positive changes to the training participants, both academically and non-academically.

“It is undeniable that we have gained a lot of knowledge from this leadership training. We share this knowledge with our colleagues at the institution, so that the benefits are not

only for us, but also for many people. On the other hand, what we get from the training we convey so that they understand and help carry out their duties responsibly. Because if we already know, then we can start and invite others. That's the principle."

Interview with Alumni Training Participants, Ni Wayan Vijayanthi Sari

Training participants gain new knowledge and experience to form problem-solving skills. Experience is gained mainly through change projects that bring participants face to face with various impediments to the implementation of ideas that need to be resolved. This is in accordance with the objectives of the innovation program (change project), where prospective change leaders (leadership training participants) at various levels are required to be able to identify and solve technical and adaptive problems.

"Personally, I feel that after participating in the leadership training, we know better how to deal with and overcome the problems that exist in the institution. After completing the training, the ability to solve problems faced in the work unit is more structured. We have the knowledge to be more observant to see what is behind the problem. Previously, we only knew that there was a problem, but we didn't really know what caused the problem, so it couldn't be solved. With this training, we can better understand how to deal with it all."

Interview with Alumni Training Participants, Ni Nyoman Sri Rahayu

5) *Implementation effectiveness of leadership training program on program certification aspect:* The results of this data analysis are also supported by interviews with alumni of the training participants regarding the participants' adaptive leadership competencies and the impact of organizational innovation after participating in the Leadership Training program. The main goal of Leadership Training is to produce visionary, innovative and creative leaders. These competencies are part of the character of adaptive leaders (adaptive leadership). Adaptive leadership after attending Leadership Training can be seen from the aspect of innovation replication and the ability to encourage the growth of a culture of innovation in the employees/staff of the training participants.

"Innovation replication that can be applied in work units by training participants will definitely be implemented. We learn a lot from mentors, as well as from other friends. There we observe the ideas that arise, if there are any that fit or approach the needs of the organization/work unit. Because innovation must look at the problems that exist in the organizational unit, so we don't just formulate the innovation. There are many considerations, and mentors are always accompanied."

Interview with Alumni Training Participants, Ni Nyoman Sri Rahayu

The increased performance of the Leadership Training participants is the result of an understanding of the main tasks and functions, as well as the inculcation of an attitude of

integrity from students. Leadership Training in addition to providing knowledge and experience, also fosters the fundamental values of a leader who has great responsibility in moving the wheels of the organization.

"The most important impact after participating in this leadership training is actually an increase in performance. Because performance is measurable in nature, before and after participating in the training, it can definitely be assessed if it is a performance problem. Frankly, our performance has increased, but whether it is significant or not, it goes back to the acceptance of each participant. But generally it increases. Because of that, we focus on receiving knowledge, we are given skills, experience. It all goes to the end of the performance improvement. Alumni performance is further improved because they get new knowledge during training that can be applied in work units."

Interview with Alumni Training Participants, Ni Nyoman Sri Rahayu

V. DISCUSSION

Based on data analyzed using system assessment aspects, program planning, program implementation, program improvement, and program certification, the implementation of the program from the teacher/widyaiswara assessment and alumni assessment is good. In the following, each aspect of AP4 is described and explained.

A. System Assessment

Aspects of the system assessment in Table X (assessment of teachers/widyaiswara) obtained 82.4% in the good category and the mean value of 4.12 in the good category. The data in Table XI (alumni assessment) scores 91.8% in the very good category, and the mean is 4.59 in the very good category. The concept of leadership is generally interpreted as a critical aspect in determining the success of an organization because leadership plays an essential role in the management of employees. The organization helps to maximize their efficiency (producing the most output with the minor input) and effectiveness to achieve their organizational goals[64]. The quality of the education and training program implementation is viewed from the vision and mission of the organization. The quality supported The objectives of implementing the education and training, the legal basis, and support from the local government and stakeholders. The vision, mission, and objectives of the leadership training program are following the direction of the institution's ideals and qualitative data analysis. Guided by a clear vision and mission and measurable goals, leadership training can run in a structured and systematic way for good development[28]. The widyaiswara interview on aspects of the system assessment shows that the compatibility between the vision, mission, and program objectives is structured based on the sanctity and harmony of nature, which creates a prosperous life. The formation of the vision, mission, and objectives is expected to produce good quality leaders and training programs. Therefore, the suitability of the leadership training's vision, mission, and objectives with the interview results of the training shows success for the further development of the training.

B. Program Planning

The aspect of program planning in Table X (assessment of teachers/widyaiswara) scores 86.4% in the very good category, and the mean is 4.32 in the very good category. For the data in Table XI (alumni assessment), the score is 89.6% in the very good category, and the mean is 4.48 in the very good category. Leadership training aims to develop apparatus resources regarding administrative skills, management (leadership), and leadership competencies[65]. The quality of the training program implementation is from the aspect of the planning program, the readiness/ability of the widyaiswara, the readiness/ability of the committee, the readiness of infrastructure, and budget readiness. The results of the qualitative data analysis show that the organizational structure of the Bali BPSDM has been structured and systematic. All teachers/widyaiswara have competence and quality in teaching. The facilities and infrastructure for implementing the Leadership Training of the Bali Province Human Resources Development Agency have been prepared well before the program runs. Level III Leadership Training and Education of the Bali Province Human Resources Development Agency also received an A accreditation rating, indicating that the implementation of the Level III Leadership Training Program, especially in the program planning component, has been running effectively[66]. The results of interviews with the head of the sub-sector on program planning indicate that forming an organizational structure in structured and systematic leadership training can help carry out organizational functions properly. Structured and systematic conditions make an enormous scope of work divided into small ones. The suitability of the institution's role with minor aspects will focus on performance. It can support the implementation of the vision, mission, and goals according to the aspect or field of expertise. This success and effectiveness make an excellent forum for implementing leadership training.

C. Program Implementation

Aspects of program implementation in Table X (assessment of teachers/widyaiswara) scored 82.8% in the very good category, and the mean value was 4.14 in the good category. For the data in Table XI (alumni assessment), the score is 88.8% in the very good category, and the mean is 4.44 in the very good category. The education and training program's quality support implementing innovation and the factors driving and inhibiting alumni innovation[67]. Qualitative data regarding the project also support the results of this data analysis. Changes (innovations) that can be implemented after attending the training Sustainability of innovation/alumni change projects can be used as a benchmark for improving agencies' performance in organizational units. The performance has succeeded in facilitating and guiding training participants to implement change projects at their respective home institutions. The realization of the change project encourages these new ideas to be realized[68]. The results of interviews with alumni of training participants on the program implementation aspect show that the implementation of sustainable innovation/projects is carried out in each institution because of the incompatibility of the education system, training implementation. This discrepancy is in implementing projects

that do not run optimally, such as doing office assignments during teaching activities on campus and coupled with minimal staff. The implementation of innovation development in each institution becomes an effective way. Implementing innovation development at each institution will not succeed optimally without guidance. In implementing this training, a mentor or mentor is presented from the participant's direct supervisor who has competence in providing support, guidance, and input in terms of innovation/project changes. The mentor system will support the effective implementation of the training following the expected goals.

D. Program Improvement

The aspect of the program improvement in Table X (assessment of teachers/widyaiswara) obtained a score of 83.2% in the good category and a mean value of 4.16 in the good category. For the data in Table XI (alumni assessment), the score is 92% in the very good category, and the mean is 4.6 in the very good category. The quality of the training program implementation gets from participants' reactions to the abilities of teachers/widyaiswara and committees, participants' reactions to the readiness of infrastructure, and participant behavior after returning to the work unit. Qualitative data analysis also shows that training participants gain new knowledge, experience, and skills to transform into adaptive leaders. This training program can support sustainability in developing new technologies and innovations[69]. These results indicate that the Level III Leadership Training of the Bali Province Human Resources Development Agency regarding the program improvement components has been running effectively. Aspects of program improvement can identify the causes of problems and formulate solutions to be said to be effective[70]. The results of interviews with alumni of the training participants on the aspect of the program improvement. The interview indicates that the accuracy of the objectives of the training and the process of developing the participants' leadership competencies is not always successful because the system has been structured. The aim of the training will show its success in the competencies possessed by each participant who has different thoughts and abilities. The training and education executive committee has prepared the program very well. The established program is to develop a coordination system for each participant to build good knowledge related to administrative and technical processes and infrastructure. Therefore, through a coordination system such as asking questions related to the development of education and training between participants, it makes it easy for participants to develop leadership competencies.

E. Program Certification

Aspects of the program certification in Table X (assessment of teachers/widyaiswara) obtained 83% with a fairly good category and a mean value of 4.15 in a good category. For the data in Table XI (alumni assessment), the score is 91.4% in the very good category, and the mean is 4.57 in the very good category. The quality of the implementation of the training program is viewed from the aspect of the adaptive leadership competency program certification and the impact of organizational innovation. The education and training evaluation results will be significant and influential

feedback in improving the quality of education and training and maintaining the sustainability of the education and training organization. The product of a training process is in the form of outputs or alumni of training participants, while further product benefits are in the form of outcome, namely how the influence of training on motivation which in turn has an impact on the actual performance of a training participant in its implementation[71]. Qualitative data analysis also shows a positive change in the behavior of the participants and an increase in the performance of the training so that in terms of the program certification component, the Level III Leadership Training and Development Agency of the Bali Province Human Resources Development Agency has been running effectively. This program can direct the leadership system to experience the development of organizational innovation[72]. The results of interviews with alumni of training participants on aspects of program improvement show that the program certification makes training participants have leadership competencies and has a good impact on organizational innovation. This success is the primary goal of implementing training that follows the character part of an adaptive leader. It can be said that the training participants who have carried out the training in a gradual and structured manner can encourage the growth of a culture of innovation in the employees/staff of the training participants. The education and training program, in general, has succeeded in encouraging training participants to play a role in cultivating innovation in their respective work units.

The results of research on all aspects of the system assessment, program planning, program implementation, program improvement, and program certification show that the implementation of leadership training can support the formation of the character of professional and integrity bureaucrats. Thus, training alumni can internalize the fundamental values of state civil apparatus SCA and the growth of high public ethics and do not stop at building competencies as has been going on so far but can produce leaders and change agents. The novelty of this program is that the development of Management knowledge with the CORPU (Corporate University) approach is a strategy in developing SCA competencies. Managerial competencies, technical competencies, and socio-cultural competencies to realize SMART SCA 2024 and world-class bureaucracy 2025 through independent learning and learning through coaching and mentoring. The CSE-UCLA model used in this study is considered to evaluate leadership training education programs[73]. The CSE-UCLA evaluation model has advantages that other evaluation models do not have, namely the program implementation stage, which can introduce the existence of the program being evaluated and the sustainability of the impact of an educational program[74]. This program can encourage training participants to innovate and is expected to transmit culture to innovate in their work environment.

VI. CONCLUSION

Based on the research findings and the results of data analysis, conclusions can be drawn about the effectiveness of the implementation of the leadership training program in terms of the components of the system assessment, program

planning, program implementation, program improvement, and program certification. The components in the entire system reach a minimum of good categories according to the assessment of the widyaswara and training alumni participants. The system assessment is running effectively with the support of the organization's vision and mission, the objectives of the education and training implementation, the legal basis, the support of the local government and stakeholders. Program planning is running effectively with structured and systematic support for widyaswara competencies, facilities, and infrastructure for the implementation of leadership training well prepared before the program runs. Program implementation runs effectively with the support of leadership implementation in carrying out innovations and the driving factors for the sustainability of alumni innovation. The program improvement is running effectively with the result that the training participants gain a lot of new knowledge, experience, and skills to transform into adaptive leadership in developing innovations.

VII. RECOMMENDATION

This research can provide recommendations for human resource development agencies to be responsible for preparing widyaiswara and leadership training program committees to have academic qualifications, competencies, and certifications to participate in the training program. Acceleration needs to be done to include managers who have not received MOT (Management of Training) training so that the quality of training management can be improved and the knowledge and skills of managers can be better. The purpose of organizing leadership training is to provide knowledge, skills, and attitudes in apparatus leadership. The human resource development agency needs to improve the development of knowledge management and the learning process by all organization members in identifying, creating, and distributing knowledge. The education and training program can be an alternative to encourage improvement in the implementation of the integrity zone and efforts to accelerate towards a corruption-free area. The CSE-UCLA model in this study has the advantage of measuring various aspects of the effectiveness of achieving the goals of the Level III Leadership Training Program. CSE-UCLA is related to the success of the decision-making process, and stages of the activities carried out. Furthermore, the CSE-UCLA evaluation model has advantages that other evaluation models do not have, namely the Implementation program stage, which can introduce the existence of the program being evaluated and the sustainability of the impact of a Leadership Training Program.

VIII. LIMITATIONS

In the context of management training, this research aims to evaluate the implementation and achievement of the goals and objectives of the Level III Leadership Training program. This research is needed in order to improve the quality of the implementation of the Level III Leadership Training program at BPSDM Bali Province. Implementation of evaluation through a series of interrelated processes to collect, analyze and report data is the focus of this research. The scope of the research is limited to research on the results of the implementation of the Level III leadership training program

with the sub-focus setting on five Aspects of the CSE-UCLA model at the Level III Leadership Training in 2019. The implementation of the CSE-UCLA Model in this training has limited program success, namely widyaiswara as a measure of success. The evaluator's task is more challenging, and he must be sensitive and have much dialogue. The evaluator became a living instrument before the evaluation criteria and tools were developed.

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