

Review Article

Evaluation of the Impact of Leadership Training on Organizational Service Effectiveness in the Tambrau Regency Government

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Abstract: This study aims to evaluate the impact of leadership education and training on organizational service effectiveness within the Tambrau Regency Government, Papua. Leadership training is an important instrument in developing the competencies of Civil Servants to enhance leadership capacity, managerial skills, and public service quality. However, its implementation needs evaluation to determine its impact on organizational performance and service effectiveness. This research uses a qualitative approach with descriptive analysis. The analytical framework applied is the Kirkpatrick training evaluation model, covering reaction, learning, behavior, and results. Data collection was conducted through documentation studies, policy analysis, and literature review on civil servant development and public services. The results indicate that leadership training has a positive impact on improving civil servant competencies and service effectiveness. At the reaction level, participants showed high satisfaction with training materials and methods. At the learning level, there was improvement in leadership knowledge and skills. At the behavior level, participants demonstrated more professional work attitudes, better coordination, and improved decision-making. At the results level, training contributed to improved service quality, efficiency, and innovation. However, challenges remain, including limited resources, hierarchical bureaucratic culture, and weak policy support. Therefore, strong local government commitment is needed to enhance training quality and organizational support. This study contributes to public administration research and offers practical insights for policy development.

Keywords: E-Government; Leadership; Organizational Service Effectiveness; Public Service; Training Evaluation.

1. Introduction

The implementation of effective and high-quality governance is one of the main demands in the era of bureaucratic reform in Indonesia. Bureaucratic reform emphasizes the importance of a paradigm shift in government administration from a purely administrative and procedural approach to governance that is performance-oriented, accountable, and focused on the quality of public services. Civil Servants (ASN), as the main actors in government administration, play a strategic role in carrying out public service functions, implementing public policies, and serving as a unifying and cohesive force for the nation. Therefore, the quality of human resources among civil servants is a crucial factor in

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determining the success of government organizations in achieving development goals and improving public welfare.

Improving the quality of human resources within the civil service is a key agenda in efforts to enhance organizational performance. This aligns with the view that organizational success is greatly influenced by the quality of leadership and the competencies of individuals performing organizational functions. According to Dessler (2017), human resource development through education and training is an important strategy to enhance competence, productivity, and employee performance within organizations. Through such development processes, employees can acquire the knowledge, skills, and work attitudes necessary to perform tasks more effectively.

In the context of public sector organizations, increasing the capacity of civil servants is also part of efforts to realize good governance. The concept of good governance emphasizes the importance of transparent, accountable, participatory, and responsive government. According to Osborne and Gaebler (1992), modern governments are required to transform bureaucratic work, which was previously rigid and hierarchical, into organizations that are more innovative, efficient, and oriented toward public service. Therefore, the quality of civil servant leadership is a key factor in driving organizational change toward better governance.

One strategic effort by the government to improve civil servant leadership quality is through the implementation of leadership education and training. Education and training (diklat) is a systematically designed learning process aimed at improving civil servant competencies in knowledge, skills, and work attitudes. According to Noe (2020), training is a planned effort by organizations to facilitate employee learning so that they can improve their performance in carrying out their duties.

Leadership training has become a central instrument in public sector reform agendas worldwide, reflecting the growing expectation that managers and public administrators should act not only as rule enforcers but also as strategic leaders capable of driving organizational performance and creating public value. Governments across different administrative traditions increasingly invest in leadership development programs to enhance bureaucratic professionalism, managerial competence, and responsiveness in service delivery (Kinho et al., 2025).

Within Indonesia's governmental bureaucracy, the implementation of leadership education and training has become a crucial instrument in developing the competencies of structural officials. Leadership training programs are designed to equip civil servants with managerial skills, strategic leadership, decision-making abilities, and organizational innovation capabilities. The training also aims to cultivate civil servants who possess integrity, professionalism, and a strong public service orientation.

Furthermore, leadership in public organizations plays an essential role in determining organizational success in achieving public service goals. According to Robbins & Judge (2017), leadership is the ability to influence a group or individual in achieving organizational objectives. In the context of government organizations, effective leadership is demonstrated not only through organizational management skills but also through the ability to foster innovation, build teamwork, and improve the quality of public services.

The effectiveness of public service delivery is closely linked to the quality of civil servant leadership. Effective public service is characterized by the organization's ability to provide services that are fast, accurate, transparent, and able to meet the needs of the community. According to Denhardt and Denhardt (2015), the modern public administration paradigm emphasizes that governments must be citizen-oriented ("serving citizens, not customers"). This underscores that civil servants are required to possess leadership skills that can drive high-quality public service delivery.

However, in practice, the quality of public services in various regions still faces several challenges. Common issues include low civil servant competence, lack of innovation in service delivery, weak coordination among work units, and limited leadership capacity in managing government organizations effectively. These conditions indicate that developing civil servant capacity through leadership education and training is crucial to improving government organizational performance.

The Indonesian government, through various bureaucratic reform policies, has given significant attention to developing civil servant competencies through education and training systems. Leadership training programs are a strategic effort aimed at enhancing the capacity of structural officials to lead government organizations effectively. Through these programs, civil servants are trained to design organizational change via public service innovations known as "change projects."

Nevertheless, evaluating the implementation of leadership training in improving organizational performance and public service quality remains an important issue for study. Some research shows that leadership training does not always significantly impact work behavior or organizational performance. This can be caused by factors such as lack of organizational support, limited resources, and suboptimal implementation of training outcomes in the workplace. Therefore, evaluating the impact of leadership training is essential to determine the extent to which the program contributes to increasing the effectiveness of government organizations. Training impact evaluations do not only assess the success of the training process but also examine the degree to which competencies acquired by participants can be applied in their work and positively affect organizational performance.

In the context of local government, the need for civil servants with strong leadership competencies becomes increasingly important alongside the implementation of regional autonomy. Local governments have broad authority to manage governance and development within their regions, requiring civil servants with adequate managerial and leadership skills to manage government organizations effectively. Tambrau Regency in Southwest Papua is one such area facing development challenges, including geographic conditions, limited infrastructure, and the capacity of human resources. In this context, local government officials are expected to have adaptive and innovative leadership skills and the ability to manage government organizations effectively to improve public service quality.

As a regency in Southwest Papua with unique geographic challenges, the urgency of evaluating leadership training is higher due to factors such as:

- a. Service Access Challenges: Tambrau has difficult terrain (steep mountains, dense forests, limited road and communication infrastructure). Public service effectiveness, such as in health or civil registration services, heavily depends on local leaders' ability to innovate and adapt to these limitations.
- b. Limited Human Resources (HR): The region may face challenges in the availability and quality of human resources. Therefore, training investment must be effective to optimize the competencies of existing officials so they can empower staff and overcome logistical constraints.
- c. Local Wisdom and Culture: Trained leaders must integrate modern management concepts with approaches rooted in local wisdom so that development and service programs are accepted and supported by indigenous communities.

Leadership training for civil servants in Tambrau Regency represents a strategic effort to enhance leadership capacity. Through these programs, local government officials are expected to improve managerial skills, innovation capabilities, and effectiveness in public service delivery. However, the extent to which leadership training has a tangible impact on improving organizational service effectiveness in Tambrau Regency still needs thorough examination. Evaluating the impact of leadership training is essential for assessing the success of civil servant competency development programs and for providing a foundation for future human resource development policies.

Based on the above discussion, research on evaluating the impact of leadership training on organizational service effectiveness in Tambrau Regency, Papua, is important to conduct. This study is expected to contribute theoretically to public administration research, particularly in the development of civil servant human resources and bureaucratic leadership. Practically, it is also expected to provide recommendations for local governments to improve the effectiveness of leadership training programs to support the enhancement of public service quality.

2. Literature Review

Concept of Evaluation

Evaluation is the process of determining the merit, worth, and value of something, and evaluations are the products of that process. In other words, evaluation is the outcome of a process of determining the usefulness and value of something. Evaluation is a systematic investigation of the value of an object. It can be understood as a systematic inquiry, research, investigation, or examination of the value of an object (Wirawan, 2012).

- a. Evaluation as a general framework contains the following meanings:
- b. Evaluation as professional judgment
- c. Evaluation as measurement
- d. Evaluation as an analysis of the suitability between performance and goals, objectives, or work standards

- e. Evaluation oriented toward decision-making
- f. Responsive or goal-free evaluation

Evaluation is carried out to achieve various objectives depending on the object being evaluated. The objectives of conducting evaluation include (Wirawan, 2012):

- 1) Measuring the impact of programs on society
Programs are designed and implemented as services or social interventions to solve problems, situations, or conditions faced by the community.
- 2) Assessing whether the program has been implemented according to the plan
Every program is carefully planned and its implementation should follow the plan. However, in practice, a program may deviate from the original plan.
Measuring whether program implementation meets established standards
- 3) Each program is designed and implemented based on certain standards. Program evaluation measures whether all these standards are fulfilled in its implementation.
- 4) Identifying which program dimensions are functioning and which are not
- 5) Program staff development
Evaluation can be used to develop the capabilities of frontline staff who directly provide services to clients and other stakeholders.
- 6) Complying with legal provisions
Often, programs are designed to implement certain laws. A program may be formulated and implemented based on legal regulations to address societal problems.
- 7) Program accreditation
Institutions serving public needs—such as schools, universities, hotels, hospitals, health centers, and travel agencies—need to be evaluated to determine whether they provide services in accordance with established standards.
- 8) Measuring cost-effectiveness and cost-efficiency
Implementing a program requires a budget, and organizations usually have limited financial resources. Therefore, the use of resources must be prioritized among several programs.
- 9) Making decisions about programs
One of the objectives of program evaluation is to support decision-making regarding the continuation, improvement, or termination of a program.
- 10) Accountability
Evaluation is also conducted to ensure accountability for program leaders and implementers.
- 11) Providing feedback to leaders and program staff
- 12) Strengthening political support
If evaluation results are positive, policies, programs, or projects will gain support from decision-makers—both legislative and executive—as well as from community members who benefit from the services. Such programs may be continued or replicated in other regions if necessary.
- 13) Developing evaluation theory or evaluation research

The four-level training evaluation model is one of the most widely used approaches to assess the effectiveness of education and training programs within organizations. This model was first developed by Kirkpatrick and Kirkpatrick (2006) in various publications on training program evaluation. Training evaluation should not only focus on participants' satisfaction with the training but also assess changes in knowledge, work behavior, and the impact of training on organizational performance. Therefore, Kirkpatrick developed a training evaluation model consisting of four levels: Reaction, Learning, Behavior, and Results.

This model provides a systematic framework for organizations to assess the extent to which training programs provide benefits both to participants and to the organization as a whole.

a. Reaction

The first level in the evaluation model is reaction, which evaluates participants' responses or perceptions toward the training program they attended. Evaluation at this level aims to determine the extent to which participants feel satisfied with various aspects of the training, such as training materials, learning methods, facilitators, training facilities, and the relevance of the material to their job needs. Participants' reactions are important because satisfaction levels can influence their motivation during the learning process and their willingness to apply the knowledge

and skills acquired during training. Evaluation at this level is usually conducted through questionnaires or satisfaction surveys after the training is completed.

b. Learning

The second level in Kirkpatrick's evaluation model is learning, which evaluates the extent to which participants gain improvements in knowledge, skills, and attitudes after attending the training. Evaluation at this level aims to measure the success of the learning process during the training. A training program can be considered successful if participants experience competency improvement that supports the execution of their duties and responsibilities within the organization. Learning outcomes are usually measured through methods such as pre-tests and post-tests, skills assessments, case studies, and evaluations of projects or assignments given during the training.

c. Behavior

The third level is behavior, which evaluates changes in participants' work behavior after they return to their workplace. At this stage, evaluation focuses on the extent to which participants apply the knowledge, skills, and attitudes they acquired during training in their daily work activities. Behavioral change is an important indicator of training success because it shows that participants not only understand the training materials but are also able to implement them in practice. Evaluation at this level is usually conducted through performance observations, interviews with supervisors or colleagues, and assessments of employee performance changes after training.

d. Results

The fourth level is results, which evaluates the impact of training on overall organizational performance. Evaluation at this level aims to determine the extent to which training contributes to achieving organizational goals, such as increased productivity, improved service quality, greater organizational efficiency, and higher customer or public satisfaction. The results level is the most important stage of evaluation because it demonstrates the tangible impact of the training program on the organization. In the context of public sector organizations, training results can be seen in improved public service quality, enhanced civil servant performance, and increased effectiveness of government administration.

Education and Training

Education and training are two terms that have both similarities and differences. Their similarity lies in describing the process of transferring knowledge from one person (usually a teacher) to another person (usually a student/trainee). The difference lies in the focus of the learning material: education emphasizes the aspect of knowledge, while training emphasizes the aspect of skills. Education and training are efforts in human resource development, particularly in developing intellectual capacity and personality.

According to Hasibuan (2013), "education is related to the improvement of our general knowledge and understanding of our environment in general." This is consistent with what Ruky (2006) states, that "education or learning is an activity carried out by employees with the aim of mastering certain skills, knowledge, and attitudes that lead to behavioral changes in the workplace." Therefore, training is very important for employees as an effort to improve knowledge and skills. According to Notoatmodjo (2009), formal education within an organization is a process of developing abilities toward the direction desired by the organization.

Training is part of human resource investment aimed at improving skills and work capabilities because it can enhance employee performance. Mathis and Jackson (2002) define training as a process through which people achieve organizational goals through phases of evaluation, implementation, and assessment. Training is also considered a part of the educational process that aims to improve certain abilities or skills of individuals or groups. Thus, training is a capacity development process aimed at achieving organizational objectives. As a business process carried out by an institution or organization, training is considered capable of helping improve employees' skills and knowledge based on their performance outcomes.

Rivai (2015) argues that educational training consists of a learning process aimed at acquiring and improving valuable skills outside the formal education system within a relatively short time, using methods that emphasize practice rather than theory. Training is defined as an activity aimed at improving both current and future performance.

Education and training for civil servants, as explained in Government Regulation (PP) No. 101 of 2000, states that the implementation of education and training is an organizational learning process intended to improve the capacity of civil servants in carrying out their official duties. Education and training for civil servants is a process of enhancing knowledge, theoretical understanding, and skills so that they can achieve governmental objectives optimally. To meet present requirements and especially future challenges, education and training for employees are very important. This is reflected in the various benefits that can be obtained from them, both for the organization, for employees, and for the development and maintenance of harmonious relationships among different work groups within an organization.

In general, education and training aim to provide personnel with opportunities to improve their competencies and skills, particularly in areas related to leadership or managerial functions needed to achieve organizational objectives. Generally, the purpose of education and training programs is to increase the effectiveness and efficiency of organizations and to bridge the gap between existing and expected knowledge, skills, and attitudes of employees, both at present and in the future, according to individual needs and organizational needs.

Based on Government Regulation Number 101 of 2000 concerning Education and Training for Civil Servant Positions, Articles 2 and 3 state that training aims to:

- 1) Improve knowledge, skills, and attitudes in order to carry out job duties operationally based on the personality and ethics of civil servants according to institutional needs.
- 2) Create an apparatus capable of acting as a reformer and a unifying force for national unity and integrity.
- 3) Strengthen attitudes and personal spirit oriented toward service, protection, and community empowerment.
- 4) Create a shared vision and dynamic mindset in implementing governance and development in order to realize good governance.

The target of education and training is the realization of civil servants who possess competencies in accordance with the requirements of their respective positions. The policy basis for training within government regulations includes:

- a. Training is an integral part of the civil servant development system.
- b. Training is closely related to civil servant career development.
- c. The training system includes processes of needs identification, planning, implementation, and evaluation.
- d. Training is directed at preparing civil servants to meet job requirements determined by organizational needs, including the development of leadership and staff cadres.

Leadership Concept

Leaders and leadership are two inseparable concepts. A leader refers to an individual who possesses the ability to lead, while leadership refers to the quality of ability and personal characteristics that enable a leader to mobilize and influence followers. Thus, the quality dimension of leadership becomes the distinguishing factor between one leader and another, as well as between leaders and their followers.

Gary Yukl (1989) states that essentially the definition of leadership can be categorized based on several perspectives: individual traits, an individual's influence on others, patterns of interaction, administrative positions, and others' perceptions regarding the legitimacy of influence. Leadership differs from followership. In this context, individuals who are considered highly influential within a group and who perform most leadership functions are referred to as leaders, while the other members are called followers, although some individuals may act as sub-group leaders.

Leadership is the process through which an individual attempts to influence another individual or a group of individuals to achieve a goal. Leadership is defined as "organizing a group of people to achieve a common goal," as stated by Edwin A. Locke and David M. Schweiger (1986). A different perspective is expressed by Robert J. House (1996), who argues that leaders are recognized by their capacity to care for others, communicate clearly, and maintain commitment and persistence. A leader may or may not possess formal authority.

Formal leadership refers to leadership that is inherent in an official position within an organization. Informal leadership, on the other hand, refers to leadership that operates without formal boundaries and is based on recognition and trust from the community (Ahmadi, 2002). Paul Hersey and Ken Blanchard (1992) view leadership as "the process of

influencing the activities of individuals and groups.” These activities are reflected through the attitudes or perspectives of the leader. A leader’s perception of themselves—whether they see themselves as relationship-oriented or democratic—may have little meaning if followers respond according to their own perceptions of the leader’s attitudes and views. In such cases, followers may perceive the leader as being more task-oriented.

According to Stephen P. Robbins (2003), there are three main approaches to leadership theory:

- 1) the trait theory approach,
- 2) the behavioral theory approach, and
- 3) the contingency theory approach.

Trait theory suggests that leaders are born, not made. Leaders possess innate characteristics that enable them to lead others. Behavioral theory emphasizes that the main issue in leadership is determining the most effective leadership style. Effective leaders use specific styles to lead individuals and groups in achieving goals, which can result in high morale and productivity. Contingency theory states that the effectiveness of a leader’s personality, style, or behavior depends on the extent to which the leader can adapt to the situation they face. More contemporary approaches include charismatic leadership theory.

The success of leadership is closely related to a leader’s ability to influence and directly mobilize others. While systems and management structures may support leadership success, the personal characteristics of the leader also play a decisive role. The success of a leader is generally measured by the productivity and effectiveness in carrying out the tasks assigned to them. If productivity increases and all tasks are carried out effectively, the leader can be considered successful. Conversely, if productivity declines and leadership is considered ineffective over a certain period, the leader may be regarded as unsuccessful.

However, accurately measuring and assessing leadership success is very difficult because it involves human behavior, which is often complex and influenced by subjective judgments. In addition, leadership success must be assessed from multiple aspects, including technical aspects, administrative–managerial aspects, and social or human aspects, as explained by Kartini Kartono (1994).

Nevertheless, several indicators can be used as references to assess leadership success within an organization, as outlined by Kartini Kartono (1994):

- a) The increase in production outcomes and service delivery by the organization (economic and technical aspects);
- b) The improvement of administrative systems and the increasing effectiveness of management, which include:
 - 1) “The right man in the right place,” supported by broad delegation of authority.
 - 2) An organizational structure that aligns with the needs of the organization, with proper integration among all units.
 - 3) The targets and objectives set are consistently achieved in accordance with the established schedule.
 - 4) The organization is able to adapt quickly and appropriately to external developments and changes (society, as well as socio-political and economic conditions)..
- c) The increasing development of humane activities or social aspects that are more humanistic in nature, including:
 - 1) A stable psychological climate, so that employees feel safe and comfortable in their work.
 - 2) High levels of work discipline, self-discipline, responsibility, and moral values within the organization.
 - 3) An atmosphere of mutual trust, cooperation, collaborative spirit, and strong work ethics.
 - 4) Smooth and close formal as well as informal communication.
 - 5) High work enthusiasm and strong loyalty toward the organization.
 - 6) Minimal occurrences of misconduct or irregularities within the organization.
 - 7) The availability of satisfactory social security guarantees.
 - 8) Leadership success within an organization is also reflected in the improvement of employee performance

Organizational Service

According to Philip Kotler (2012), service is an activity or benefit that can be offered by one party to another which is essentially intangible and does not result in the ownership of anything. Service is an action or performance offered by one party to another that is intangible and does not produce ownership of something, but provides value to the recipient. In the context of organizations, service represents a form of interaction between the organization and service users to fulfill the needs and expectations of customers or the public. Therefore, organizations are required to provide quality services in order to increase user satisfaction and build public trust.

According to A. Parasuraman et al. (1988), organizational service is closely related to service quality, which can be measured through several key dimensions known as the SERVQUAL model. The five dimensions of service quality include:

- a. Tangibles
Physical facilities, equipment, and the appearance of employees in delivering services.
- b. Reliability
The ability of the organization to deliver services accurately and dependably.
- c. Responsiveness
The willingness of employees to help service users promptly.
- d. Assurance
The knowledge, courtesy, and ability of employees to inspire trust and confidence among service users.
- e. Empathy
The attention and care provided by the organization to meet the individual needs of service users.

This model is widely used in research on organizational services, including public services provided by government institutions. According to Moenir (2010), service is an activity carried out by an individual or a group based on material factors through certain systems, procedures, and methods in order to meet the needs of others in accordance with their rights. In the context of organizations, service is a systematic process conducted to fulfill the interests of the community as service users. Therefore, organizations must have a clear work system, competent human resources, and effective service procedures.

According to Atep Adya Barata (2004), service is a process of providing assistance to others in specific ways that require sensitivity and interpersonal relationships in order to create satisfaction for those being served. Within organizations, service is not only related to administrative procedures but also involves employee attitudes, communication, and the organization's ability to understand community needs. According to Agus Dwiyanto (2011), public service refers to all forms of service activities that become the responsibility of the government in fulfilling the needs of the community in accordance with laws and regulations. Organizational services in the public sector must be implemented transparently, accountably, participatively, and oriented toward public interests. This aligns with the principles of good governance.

Based on the opinions of these experts, the concept of organizational service can be understood as a series of activities carried out by organizations through systems, procedures, and human resources to meet the needs of service users. Good organizational service is characterized by high service quality, professionalism of public officials, and an orientation toward community satisfaction as service recipients.

3. Materials and Method

Based on the objectives of the research, which aim to describe, explain, and present the research findings comprehensively and in depth, the type of research used is qualitative research. The study titled Evaluation of the Impact of Leadership Training on the Effectiveness of Organizational Services is a qualitative study using a case study approach, specifically within the Regional Government of Tambah Regency. Robert K. Yin (2015) states that a case study is a type of research that is particularly suitable for examining contemporary events when the relevant events cannot be manipulated by the researcher. The data collection techniques used in this study include: Interviews, Observation, Documentation and Literature review. The informants in this study are determined continuously using a purposive sampling technique, including the Regent of Tambah Regency and the Regional Secretary of the Tambah Regency Government. The data

analysis technique in this study follows the approach developed by David E. McNabb (2002), which consists of: Grouping the data according to key constructs, Identifying bases for interpretation, Developing generalizations from the data, Testing alternative interpretations and Forming and/or refining generalizable theory from the case study.

4. Results and Discussion

Leadership education and training constitute one of the strategic instruments in developing the competencies of government officials. Leadership training programs are designed to enhance the capacity of structural officials so that they are able to perform managerial functions, exercise organizational leadership, and promote innovation in public service delivery. In the context of local government organizations, the success of leadership training programs is expected to improve the effectiveness of public service delivery to the community.

Based on the results of research conducted within the Government of Tambrauw Regency, it was found that the implementation of leadership training has had an impact on improving the competencies of government officials in aspects of leadership, managerial capability, and the ability to manage public services. Participants who have attended the leadership training program demonstrated improvements in their ability to plan work programs, coordinate across organizational units, and manage organizational resources more effectively.

The evaluation of education and training programs is an important component in assessing the success of human resource development initiatives within an organization. One of the most widely used training evaluation models in both research and human resource development practice is the four-level evaluation model developed by Donald L. Kirkpatrick and James D. Kirkpatrick (2006). This model consists of four stages of evaluation: reaction, learning, behavior, and results. According to Kirkpatrick and Kirkpatrick (2006), effective training evaluation should not only assess participants' satisfaction with the training but should also examine changes in knowledge, changes in work behavior, and the impact of training on organizational performance. In this study, the evaluation of the impact of leadership training on the effectiveness of organizational services in the Government of Tambrauw Regency is analyzed based on these four levels of evaluation.

a. Reaction (Participant Reaction to the Training Program)

The first level in the Kirkpatrick evaluation model (2006) is reaction, which refers to the evaluation of participants' responses or perceptions toward the training program they attended. This evaluation aims to determine the extent to which participants feel satisfied with the implementation of the training, including the training materials, learning methods, facilitators, and training facilities.

Based on the research findings, most government officials who participated in leadership training within the Government of Tambrauw Regency gave positive responses to the implementation of the training program. Participants considered that the materials delivered in the leadership training were relevant to their duties and responsibilities as structural officials within the government organization. In addition, the learning methods used in the leadership training—such as group discussions, case studies, and the development of change projects—were considered effective in improving participants' understanding of various issues encountered in the implementation of local government administration.

These findings are consistent with organizational training theory proposed by Raymond A. Noe (2020), which states that the success of a training program is strongly influenced by participants' perceptions of the quality of the training. When participants perceive that the training is relevant to their work, they are more motivated to apply the outcomes of the training in their work environment.

b. Learning (Knowledge and Competence Enhancement)

The second level in the Kirkpatrick evaluation model (2006) is learning, which refers to the evaluation of the extent to which training participants gain improvements in knowledge, skills, and attitudes after participating in the training program. The research findings indicate that the implementation of leadership training within the Government of Tambrauw Regency contributes to improving the competencies of government officials, particularly in aspects of leadership, managerial capabilities, and the ability to design innovations in public service delivery.

Training participants demonstrated improved understanding of various important concepts in government management, such as strategic planning, organizational management,

change management, and public service innovation. In addition, participants also gained skills in conducting problem analysis and formulating solutions to various issues encountered in the implementation of public services.

These findings are consistent with the human resource development theory proposed by Gary Dessler (2017), which states that training is a systematic process aimed at improving individual competencies in order to enhance organizational performance. Furthermore, the improvement of government officials' competencies through education and training is also aligned with organizational leadership theory proposed by Stephen P. Robbins and Timothy A. Judge (2017), which emphasizes that effective leadership requires a combination of knowledge, skills, and interpersonal abilities in managing organizations.

c. Behavior (Changes in the Work Behavior of Government Officials)

The third level in the Kirkpatrick evaluation model (2006) is behavior, which refers to the evaluation of changes in participants' work behavior after they return to their work environment. The research findings indicate that government officials who have participated in leadership training demonstrate positive changes in their work behavior in carrying out their duties and responsibilities. These changes are reflected in the improved ability of officials to coordinate across organizational units, enhance organizational communication, and encourage teamwork in the implementation of organizational tasks.

In addition, officials who have attended leadership training also demonstrate improvements in decision-making abilities and in managing organizational conflicts more effectively. These findings are consistent with organizational behavior theory proposed by Stephen P. Robbins and Timothy A. Judge (2017), which states that organizational training can influence changes in individual behavior within organizations through structured learning processes.

However, this study also found that not all officials are able to optimally implement the outcomes of the training in their work environment. This is due to several factors, including limited organizational support, a bureaucratic culture that still tends to be hierarchical, and limited resources for implementing public service innovations.

d. Results (Impact on the Effectiveness of Organizational Services)

The final level in the Kirkpatrick evaluation model (2006) is results, which refers to the evaluation of the impact of training on organizational performance. The research findings indicate that the implementation of leadership training contributes to improving the effectiveness of organizational services within the Government of Tambrauw Regency. This can be seen from several indicators, including: improved quality of public services delivered to the community, increased efficiency in organizational work processes, improved coordination among organizational units, and increased public service innovation through change projects designed by the training participants.

These findings are consistent with the modern public administration concept proposed by Janet V. Denhardt and Robert B. Denhardt (2015) in the New Public Service theory, which emphasizes that government should be oriented toward serving citizens and promoting the creation of high-quality public services. Furthermore, improvements in the effectiveness of organizational services are also influenced by the quality of leadership among government officials in managing public organizations. Effective leadership can encourage the creation of public service innovations and enhance organizational performance in meeting the needs of the community.

5. Conclusion

Based on the results of the analysis using the Kirkpatrick evaluation model, it can be concluded that the implementation of leadership training within the Government of Tambrauw Regency has a positive impact on improving the competencies of government officials and the effectiveness of organizational services. At the reaction level, participants demonstrated a high level of satisfaction with the training implementation. At the learning level, the training successfully improved the knowledge and competencies of officials in the fields of leadership and government management. At the behavior level, changes in the work behavior of officials were observed in carrying out organizational tasks. At the results level, the implementation of leadership training contributed to improving the effectiveness of organizational services. However, the success of training outcomes is also influenced by organizational support, the availability of resources, and an organizational culture that supports change. Therefore, strong commitment from organizational leaders is required to

support the implementation of leadership training outcomes so that the impact of training can be optimally realized in improving the quality of public services.

The results of the study regarding the evaluation of the impact of leadership training on the effectiveness of organizational services in the Government of Tambahau Regency provide several theoretical implications for the development of public administration studies, particularly in the areas of human resource development for government officials and bureaucratic leadership. This study reinforces the relevance of the training evaluation model developed by Donald L. Kirkpatrick and James D. Kirkpatrick, which states that the success of a training program can be evaluated through four levels: reaction, learning, behavior, and results. The findings show that these four evaluation dimensions are interrelated in explaining the impact of leadership training implementation on improving organizational performance and the effectiveness of public services. Thus, the Kirkpatrick evaluation model remains relevant as an analytical framework for assessing the effectiveness of competency development programs for government officials in the public sector.

This study also strengthens the concept of modern public administration, which emphasizes the importance of public service orientation in government administration. This is consistent with the New Public Service paradigm proposed by Janet V. Denhardt and Robert B. Denhardt. Therefore, theoretically, this study contributes to enriching public administration scholarship, particularly in relation to the evaluation of leadership training programs for government officials and their impact on improving the effectiveness of organizational services within local government institutions.

In addition to providing theoretical contributions, this study also offers several practical implications that may serve as considerations for local governments, particularly in efforts to improve the quality of education and training for government officials as well as the effectiveness of public service delivery. The findings show that the implementation of leadership training has a positive impact on improving the competencies of officials and the effectiveness of organizational services. Therefore, local governments need to continuously improve the quality of leadership training programs by ensuring that training materials are relevant to organizational needs and the public service challenges faced by local governments. Local governments also need to strengthen the evaluation system for training programs so that the implementation of training is not merely oriented toward fulfilling administrative requirements, but is also capable of generating changes in work behavior and improving organizational performance.

Every study has limitations that must be considered when interpreting the results and as a basis for further research. This study also has several limitations. First, the research was conducted in only one region, namely the Government of Tambahau Regency; therefore, the findings may not necessarily be generalized to all local governments in Indonesia, which have different organizational characteristics, human resource conditions, and social contexts. Second, this study uses a qualitative analytical approach to evaluate the impact of leadership training on the effectiveness of organizational services. This approach has limitations in quantitatively measuring the level of influence of training implementation on improving organizational performance. The study mainly emphasizes the evaluation of training impact based on the perceptions of government officials and observations of changes in work behavior within the organization. Third, this study has not directly measured the level of public satisfaction with the public services provided by government organizations after the implementation of leadership training.

Therefore, future research is expected to develop a more comprehensive research approach by combining qualitative and quantitative methods and involving a broader range of research objects in order to provide a more comprehensive picture of the impact of leadership education and training on improving the performance of government organizations.

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