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URGENCY OF AGILE LEADERSHIP TRAINING USING THE KIRKPATRICK EVALUATION MODEL FOR VILLAGE HEADS TO ACCELERATE DEVELOPMENT

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ABSTRACT

This research is aimed at answering the question of how the village head is currently performing and how agile leadership training should be implemented with a Kirkpatrick evaluation. Data collection was carried out through semi-structured interviews with staff from Village Head Offices in 5 provinces. This regional difference was applied because researchers wanted to explore whether the leadership quality of village heads differed from one village to another. The results of this research indicate that the quality of regional heads in terms of leadership has not met expectations. This can be seen from their inability to adapt to rapid changes. The four aspects of agile leadership competency, namely context setting agility, stakeholder agility, creative agility and self-leadership agility have not been implemented properly. Therefore, it is urgent to carry out agile leadership training using the Kirkpatrick evaluation model for village heads so that accelerated development can be achieved.

Keywords: Agile Leadership, Training, Kirkpatrick Evaluation Model

INTRODUCTION

Leadership is very important in an organization. Leadership is needed for regulate organizational performance (Iriawan, 2020). According to Rasyid in Edyanto & Karsiman (2018) appropriate leadership can also support development. Development Basically, achieving community welfare is through changes (Suarsih et al., 2017). A person's ability to lead is also very influential in the development process, where the leadership of the Village Head greatly influences the ongoing development process in the village. For this reason, it is hoped that in the current era of autonomy and democracy, community participation is very important in the development process. The success of the Village Head in providing services and guidance to the community will ultimately provide a higher level of success in governance and village development.

Law Number 32 of 2004 concerning Regional Government, and also Law Number 6 of 2014 concerning Villages states that a Village or what is called by other names is a legal community unit that has jurisdictional boundaries, has the authority to regulate and manage the interests of the community local based on local origins and customs which are recognized and/or formed in the National State Government System and located in districts/cities, as intended in the 1945 Constitution. The successful implementation of village government as mandated by UU.No.32 of 2004 and UU. No. 6 of 2014 will depend, among other things, on the competence of the Village Head in leading government administration in the village. As stated in the Law. No. 32 of 2004 and UU. No. 6 of 2014, that the Village Head has the main duties of organizing village government, carrying out village development, fostering village society, and empowering village communities. In the digital era, a leader, in this case a regional head, must be able to do the right things (doing the right things), in the right way (doing the right things). Innovation transformation must be implemented by all elements in the region. Therefore, it is not only leaders in urban areas who must transform, but leaders in villages must also be able to keep up with changes. A leader who is agile, able to adapt to change is an agile leader. Agile leadership is an urgent need for any institution

to quickly respond to uncertainty, radical change, complexity in both the internal and external environments in the dynamic and knowledge-based business world and consistently build their agile capabilities (Joiner, 2019).

However, it is very unfortunate that so far, the results of observations made show that many village heads in Indonesia do not have sufficient competence to carry out village government affairs. The village head's ability to run the village government is still low. This is closely related to the knowledge competency, skills and behavioral competencies of village heads which are still low, such as the ability to work together, discipline, the ability to innovate, think critically and creatively as well as work motivation and problem solving skills. In fact, due to a lack of competence in leading, many villages in Indonesia are not developing. This can be proven from several aspects, including, education, where there are still many schools in very poor condition, children have to struggle to cross rivers on fragile bridges to be able to go to school, roads are badly damaged, even pregnant women who are about to give birth have to be carried on stretchers for kilo meters because the roads are not accessible by vehicles. In many villages, the economic condition of the community is still very low. Likewise with existing facilities and infrastructure. From year to year there is never any change. Therefore, training related to agile leadership must be implemented immediately. Training is also an effort to increase the optimal professionalism of leaders, so that the acceleration of development in the village will be achieved according to the target. The central government has often held training for village heads, but unfortunately the training held was not accompanied by a structured evaluation so that the results were not very significant, both in terms of knowledge, skills or changes in the behavior of village heads. One very well-known training evaluation method is the Kirkpatrick evaluation method.

This research is aimed at answering the question of how the village head is currently performing and how agile leadership training should be implemented with a Kirkpatrick evaluation. The results of this research will contribute to improving the quality of village heads and policy makers in Indonesia, to accelerate village development.

LITERATURE REVIEW

Agile Leadership

Agile leadership is an urgent need for organizations to quickly respond to uncertainty, radical change, complexity in both internal and external environments in the knowledge-based and dynamic business world, consistently building their agile capabilities (Joiner, 2019). Agility are movements that are carried out quickly, this is the same as what was stated by Widiastuti, (2011: 125) who said "agility is the ability to change direction or position of the body quickly which is carried out together with other movements ". A leader who is visionary, tactical and able to lead effectively in a business environment that is changing rapidly and demands to adapt quickly, has a broad perspective, and prioritizes achieving success (Joiner, 2019).

Agile leadership is the ability to learn new leadership styles and flexibly replace traditional leadership in an effort to quickly respond to dynamic and changing circumstances (Meyer & Meijers, 2017). Agile leadership is more about embracing flexible, adaptive strategies based on external and internal changes in creating experiences connected to value among all stakeholders (Chatwani, 2019). Agility supports the creation of adaptive leadership, which no longer relies on leaders as problem solvers, they know very well that discomfort is a good thing, discomfort leads to growth (Lee, et.al, 2015).

Agile leaders recognize the sources of building momentum within an organization, know how to support someone and lead effectively to serve the needs of customers and other stakeholders (Meyer, 2016). Agile leaders are communicative, intellectual, receptive to change,

willing to draw on the experiences of others and able to determine when traditional methods can no longer stand the test of competitive strength (Goleman, 2017). Agile leaders allow the people closest to the problem to find the right solution, so that problem solving is no longer centered at the top. They also motivate other people by providing autonomy, authority and goals, rather than relying on extrinsic incentives such as salary increases, bonuses and promotions (Maulia, 2022).

In the conceptual framework developed by Coleman (2017), consistency and agility are proposed as pillars for strategic leaders to effectively implement their business core values and adapt to market changes. In Holbeche's (2015) view, the foundation and resilience of an organization that embraces Agile Leadership has two main leadership theories; value-based leaders and leaders as prime movers. A study conducted by Joiner and Joseph (2007) on hundreds of managers, shows that there are four main competencies possessed by successful Agile leaders in unstable organizational environments. The four competencies include:

1. *Context-setting agility*, which refers to the ability of an agile leader to use a broader perspective to scan internal and external aspects of the organization, predict significant changes that may occur in both the short and long term and determine the decisions that will be taken to achieve results which are desired.
2. *Stakeholder agility*. After deciding on the decision to be taken, the next competency is a leader's ability to identify stakeholders affected by the initiative and seek suggestions for contributions from these stakeholders not only to gain their acceptance but also to increase the effectiveness of the initiative. Looking for ideas or including stakeholders that influence and lead to the quality of the strategy.
3. *Creative agility*. It requires a leader's ability to identify new opportunities and turn difficult problems into achievable targets. The problem at hand needs to be identified from a larger scale and clearly defined by considering the assumptions underlying the new alternative and the points of view of others.
4. *Self-leadership agility*. Competencies that an agile leader must possess in order to effectively lead others towards the organization's vision. Leaders with this ability are able to accelerate their personal and professional development, proactively seek ideas and decide what kind of leader they want to become.

Definition of Training

Training is a process where people learn to acquire certain skills/abilities to help achieve the goals of the organization, and training is a short-term educational process using systematic procedures to improve employee behavior in one direction to increase achievement of organizational goals (Bejo, 2010).

Training as part of human resource development is an effort to develop the quality or ability of human resources through the process of educational planning, training and management of personnel or employees to achieve optimal results (Notoatmodjo, 2003). Handoko (2013) in Rachmawati and Juwita (2019), an organization or company must always pay attention to productivity, education and training, because training is any activity created to improve the performance of its employees (Juwita, 2019). Training is a series of processes designed to improve employee skills, knowledge, experience and change attitudes (Wiliandari, 2014).

Kirkpatrick Evaluation Model

The four-level evaluation model was first known in 1959 when Donald L. Kirkpatrick wrote a series of four articles entitled "Techniques for Evaluating Training Programs" which were published in Training and Development, the journal of the American Society for Training and Development (ASTD). These articles describe a four-level evaluation formulated by Kirkpatrick based on concepts from his dissertation at the University of Wisconsin, Madison.

A program evaluation model specifically created for training is the Kirkpatrick Evaluation Model. This model was chosen because it has been widely used to evaluate training programs throughout the world. The four-level evaluation method represents a sequence of each stage for evaluating a training program. The sequence in question is that each level must be carried out in stages. Each level impacts the next level. The four levels are: 1) reaction, 2) learning, 3) Behavior, and 4) Impact (Badu, 2013).

Stage 1- Reaction
Aims to determine participants' reactions to the training program. The reaction stage is basically an evaluation of the training participants' satisfaction with the various activities they participated in. The participants' reactions can determine the level of achievement of the objectives of the training implementation.

Stage 2 - Study
It also aims to determine the increase in participant competency in terms of attitudes, knowledge and skills. At the learning level, training participants learn the knowledge or skills conveyed in teaching activities. There are steps taken in evaluating at the learning level, namely: a. Evaluate the increase in knowledge, skills and changes in attitudes before and after training. b. Measuring attitudes using tests that have agreed indicators. c. Measuring knowledge using pretest and posttest.

Stage 3-Behavioral
According to Kirkpatrick, D., L. (1998), behavior is defined as changes in behavior that arise because participants take part in a training program. Level-3 evaluation is carried out to identify the extent to which the material in the training is applied to the participant's work and workplace. It is very important to assess changes in the behavior of alumni participants after returning to their work unit. The purpose of conducting an evaluation at the behavioral stage is to measure changes in work behavior that arise because the employee has participated in the training program.

Stage 4 - Impact
Implementation of training programs, of course, aims to obtain good results, such as increasing quality, productivity or safety levels. Evaluation of results according to Kirkpatrick, D., L. (2006, 134) can be defined as an end result that occurs as a result of participants participating in a training program. This stage 4 evaluation aims to assess the alumni participants in terms of performance impact after participating in the Training Program.

METHOD

This research was designed as a type of descriptive research. According to Schlegel (in Sugiyono, 2018), descriptive research is research that aims to obtain and convey facts clearly and thoroughly. Meanwhile, according to Arikunto (2000), descriptive research aims to describe the condition or status of a phenomenon; in this case the research only wants to know things related to the situation of something. In short, descriptive research is aimed at current solutions and actual problems. Moleong (2006) said that descriptive-qualitative research is research that aims to understand the phenomena experienced by research subjects, holistically, and by means of descriptions in a specific context naturally and by utilizing various scientific methods.

Taking informants in this research used a purposive sampling technique or purposive sampling. Purposive sampling is a sample determination technique with certain considerations in Sugiyono, (2016: 85). The reason for using this purposive sampling technique is because it is suitable for use in quantitative research, or research that does not carry out generalizations according to Sugiyono, (2016: 85).

Data collection was carried out through semi-structured interviews. According to Sugiyono (2016), a semi-structured interview is an interview where the subject under study can give free and unrestricted answers, but the subject under study must not deviate from the predetermined theme. Those used as data sources (informants) are: (1) Government officials, namely 20 people from 5 Village Head Offices, located in the provinces of West Java, Banten, West Sulawesi, Lampung and Papua, (2) community members, namely a total of 30 people drawn from various elements in village society such as community leaders, religious leaders, youth elements, women's elements, and elements of community organizations, and (3) professional trainers.

The data analysis technique is carried out using the theory from Miles and Huberman (2014). Data analysis activities are formed based on the interaction of the three systematic data analysis components, including the following: (1) Data Reduction which is the method used by researchers in carrying out analysis to emphasize, shorten , create focus, throw away things that are not important and organize the data in such a way so that you can draw conclusions or obtain the main findings, (2) Data Display which is a clear picture of the entire data which will ultimately be able to form a conclusion that is easy to understand and comprehend , (3) Conclusion Drawing which is a check of the accuracy and validity of the research you have undertaken. Supported by valid and consistent evidence, it produces more credible conclusions.

RESULT AND DISCUSSION

The results of interviews with staff at village head offices located in the provinces of West Java, Banten, South Sulawesi, Lampung and Papua, showed that the staff did not feel they had a leader who could direct or motivate their employees. Many village heads even come to the office not on time because they are more concerned with personal or family matters than with the interests of the community. The staff who work also have no motivation to work well because if they work well or work with mediocre quality, there is still no appreciation from the leadership. The following are the results of researchers' interviews with staff at the Village Head Offices regarding leadership.

Table 1

Results of researchers' interviews with staff of village head offices and residents of the village about Agile Leadership

Aspect of Agile Leadership	Staff Perception
Context Setting Agility (The results of researchers' interview with staff)	1. Not yet able to adapt to rapid changes 2. Slow in making decisions 3. Not working based on targets 4. Coordination with staff is very minimal 5. Does not have a concept of excellent service 6. Never provide motivation to staff 7. Give more instructions to staff 8. Doesn't want to accept input from staff
Stakeholder Agility (The results of researchers' interview with staff) INTERNAL	1. Lack of understanding of staff needs 2. Never provide guidance to staff 3. Not enforcing workplace rules 4. The work atmosphere is too relaxed 5. Staff work without targets 6. Staff get stuck in a routine
(The results of researchers' interview with society)	1. Lack of understanding of residents' needs 2. Not sensitive to residents who need faster services (pregnant women, elderly people with disabilities)

Aspect of Agile Leadership	Staff Perception
EXTERNAL	3. Not checking the condition of facilities and infrastructure in the village 4. If a public facility is damaged, it is not repaired immediately 5. There are still illegal fees for several services 6. Service is slow and not on time as promised
Creative Agility (The results of researchers' interview with staff)	1. Does not have a concept for making new breakthroughs for village development 2. Not thinking about the uniqueness of the village you want to explore 3. Never encourage staff to provide ideas for village development 4. Do not try to find references from villages in other areas 5. Never think positively 6. Not having a clear goal
(The results of researchers' interview with society)	1. Residents have never seen or felt anything different (unique) being built in their village 2. Residents are rarely involved in activities 3. There is no community economic empowerment program 4. The condition of the school is worrying. There are no programs to improve school quality 5. Many bridges and roads are damaged. It takes a long time to fix 6. Village planning has never been carried out properly.
Self Leadership Agility (The results of researchers' interview with staff)	1. Lack of discipline 2. Lack of self-management 3. Prioritizing family and personal matters too much 4. Hand over all work matters to staff 5. Never held regular meetings with staff for coordination 6. Never turn other leaders' experiences into learning

From interviews with staff and residents in 5 villages in different provinces, data and information were obtained that village heads do not yet have agility in their leadership. In the aspect of context setting agility, village heads are not yet able to adapt to rapid changes, are slow in making decisions and do not work based on targets.

> *"In my opinion, the village head here has not been able to adapt to rapid changes. For example, during the Covid 19 pandemic. It was very difficult for village heads to organize staff to work from home. The office even had a holiday and almost no activity for more than a week. The village head was also slow in making decisions so we had to wait and our work was neglected. "The village head also never provides motivation to staff, but mostly just gives instructions." (AD- Village Head Office Staff in Lampung)*

From the stakeholder agility aspect, researchers interviewed internal stakeholders, namely staff and external stakeholders, namely community members. From the interview results, data was obtained that the staff assessed that the village head never provided guidance to staff, and did not enforce the rules properly in the workplace. Meanwhile, in interviews with residents, information was obtained that the village head did not understand the needs of his residents, such as that many roads were damaged and bridges had collapsed for a long time and there was no effort to repair them.

"The working atmosphere in our village head's office is too relaxed. Not all employees come on time and there is never a warning from their superiors. The village head also does not enforce the rules in the office so that employees only work as a routine and without clear targets." (RI- Village Head Office Staff in Papua)

"The village head here is not sensitive to the needs of the residents. The service is very slow, and does not respect people with disabilities like me. I've been back and forth to this office twice to get the certificate but it hasn't been completed yet and I was asked to pay anyway. One of the duties of the village head is to ensure that public facilities are in good condition and that if anything is damaged it must be repaired immediately. In this village there are more than 2 bridges that have been damaged for a long time and have not been repaired. This certainly makes it difficult for residents to carry out their activities. This shows that the village head does not pay attention to his residents." (EN- Students residing in a village in Banten Province).

Meanwhile, from the creative agility aspect, the interview results showed that the village head did not have a concept for making new breakthroughs for the development of his village. There was never anything new built in his village. Staff also complained that the village head never held meetings and asked staff for ideas for village development.

" The village head here does not have clear goals, such as only coming to the office for formalities, after that leaving to attend to his own business or that of his family. He never thinks positively and complains too much about village conditions. In fact, as a leader he should think about the solution instead of getting angry and not doing anything." (ER- Village Head Office Staff in West Java)

"I really want this village to progress. At least health and education facilities are better. Roads have been repaired and roads have been built in important locations which will make it easier for residents to carry out their activities. I really want this village to be neatly arranged so that it becomes a developed village with complete facilities. Don't let school children have to cross rivers and get wet because the bridge is damaged, or mothers who are about to give birth have to be carried on stretchers, because the road cannot be accessed by four-wheeled vehicles. There must be an update. It's very sad here. (EN – Teacher in a village located in West Sulawesi)

Judging from the Self Leadership perspective, most Village Heads are said to hand over all work matters to their staff, while their contribution is not visible. The Village Head also never coordinates with staff by holding regular meetings. The village head was even considered to lack discipline and not have good self-management.

" I have worked here for more than 5 years, and during this time I have never had high enthusiasm for work, because I saw a boss who was undisciplined and never set a good example to his staff. My boss only gives instructions and doesn't want to know if the staff encounters problems in the field. If given input, he shows an attitude of dislike. The central government should be stricter in supervision and always monitor and evaluate the performance of village heads throughout Indonesia and always check the condition of each village so that it can measure progress. (MZ –Village Head Office Staff in Lampung)

Obtaining answers from informants consisting of staff at the Village Head Office and residents, data was obtained that it is now very urgent for the central government to hold agile leadership training for village heads throughout Indonesia. The training carried out is not like ordinary training where it is only a formality without any evaluation. To improve the leadership style of village heads, it is time for the central government to conduct training using the Kirkpatrick (1998) model evaluation. The following are the results of researchers' interviews with professional trainers.

1. Reaction

At this stage, evaluation must be carried out by looking at the motivation of village heads in participating in agile leadership training. In general, the training provided for civil servants is not effective. In general, training participants only use training as a formality, and many do not even take part in all the activities for various reasons so that the final results are not optimal.

2. Study

In this learning process, village heads must be evaluated whether their knowledge has increased after participating in the training, as well as their skills. Another aspect that is the most important factor is whether there is a visible change in attitude between before participating in the training and after participating in the training. Of course, it must be seen from four aspects, namely context setting agility, stakeholder agility, creative agility, and self-leadership agility. How the village head applies the knowledge he has gained at work, and changes in attitude in leading his staff.

3. Behavior

The behavior of village heads must also be evaluated after attending training. What are the complaints from staff and residents that have not changed, such as the village head still not enforcing the rules, still not coordinating with staff, still prioritizing personal and family matters over community affairs, or still not being responsive in improving public facilities needed by the community.

4. Impact

The performance impact after participating in the Training Program can be measured from the results of the work. Can the targeted programs be achieved? In many cases, after completing the training, the village heads do not show any changes and do not have an impact whose results can be felt by the residents of their community.

CONCLUSION

From the results of this research, it can be concluded that the quality of village heads in terms of leadership has not met the expectations. This can be seen from their inability to adapt to rapid changes. The four aspects of agile leadership competency, namely *context setting agility*, *stakeholder agility, creative agility* and *self-leadership agility* have not been implemented properly. The training that has been carried out by the central government for village heads has not been effective. This is due, among other things, to the fact that training is not accompanied by evaluation. Good training must always be followed by evaluation such as the Kirkpatrick training evaluation model. For further research, the researcher suggests that research be carried out regarding the implementation of the Kirkpatrick model evaluation with a different approach.

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