# DEVELOPING AN IN-SERVICE TRAINING-BASED MANAGERIAL COMPETENCY TRAINING MODEL FOR TEACHERS IN GORONTALO CITY

## HENDRITA SULILA[1], SYAMSU QAMAR BADU[2], NOVIANTY DJAFRI[3] and NINA LAMATENGGO[4]

[1,2,3,4] Postgraduate Program, Universitas Negeri Gorontalo.

**Abstract**

This research focuses on developing (1) the objective condition of the managerial competency of teachers in Gorontalo City, (2) an initial, conceptual model of in-service training-based managerial competency training for teachers in Gorontalo City, (3) the in-service training-based managerial competency training model design for teachers in Gorontalo City, and (4) the effectiveness of the in-service training-based managerial competency training model for teachers in Gorontalo City. This descriptive research used a qualitative approach under the following procedures: (1) preliminary study, (2) design development, (3) expert and practitioner validation, (4) limited test, (4) model implementation, and (6) model recommendation. The results demonstrated that (1) Managerial competency training for teachers was still conventional and theoretical. It was instigated with training device preparation. Evaluation was dominated by knowledge, skill, and attitude assessments, (2) The initial, conceptual model of in-service training "motulete to poduma"-based managerial competency training for teachers encompassed the analysis, design, development, and evaluation. Analyses were carried out at organizational, work, and individual levels, (3) The in-service training "motulete to poduma"-based managerial competency training model design was tested using a small-scale test on 15 participants and a large-scale one on 60 participants. The test brought on an excellent result from knowledge, skill, and attitude aspects, and (4) The developed in-service training "motulete to poduma"-based managerial competency training model was effective for managerial competency acquisition. It was advocated by the systematics and relationship between adaptive components, allowing instructors and participants to use the model as a learning source for managerial competency development. The results indicated that the model could scale up managerial competency, especially in leadership, RKAS preparation, curriculum development, and academic supervision aspects. Accordingly, this model is recommended, particularly for organizations, training organizers, and teachers, to augment training quality.

**Keywords**: Training Model, Managerial Competency, In-Service Training

## INTRODUCTION

Education plays a pivotal role in human life to achieve goals. As such, education must be arranged in the best way using many different factors buoying the elevation of education quality. Schools, as educational institutions in which educational processes are conducted, maintain a dynamic and complex system, and teachers are also requisite components determining education quality. Teachers are responsible for educating students and building national generation characters. Teacher dedication and loyalty, hence, are called for to guide and educate children, enabling the children to contribute to people and their nation (Asdiqoh, 2013:17). Teachers, in implementing their professions as educators, have to attain various educational visions and missions and be competent.

Teacher competency broadly includes personal competency, professional competency, pedagogical competency, and social competency. Not to disregard other competencies, this research is performed on an ad hoc basis and only addresses the pedagogical one of teachers. According to Payong (2011:28-29), pedagogy relates to guiding/organizing children. And yet, teachers must have managerial competency as well, covering technical skills, human skills, and conceptual skills. Technical skills are closely attributed to the proper use of tools, procedures, methods, and techniques in a management activity (working with things). Technical skills constitute understanding knowledge pertinent to methods, processes, procedures, and techniques to implement a special activity and use facilities and equipment necessary to endorse the special activity.

Regarding these technical skills, teachers need to identify an organization overall: its individual issues, groups, and units as an interconnected unity within an organizational operation, and how changes in certain units can affect other units in the organization. Data indicate substantial teachers still unable to analyze problems rationally and reacting emotionally to internal issues.

Human skills help individuals understand human behaviors and cooperative processes. The skills make them understand the feelings, attitudes, and motives of others. Related to these skills, managers should nurture communication skills, allowing them to share ideas, facts, and experiences with others. And yet, the evidence points out that teachers retain poor communication, give no appreciation to achieving subordinates, and create no convenient work atmosphere.

Conceptual skills relate to mental abilities to coordinate and integrate all organizational interests with organizational activities. Teachers as managers function as controllers, demanding them to undertake management supervision tasks, covering skill development, administrative and institutional competency, and teaching supervision. That is, teachers have to supervise and control their tasks and competencies as educators. That being so, teachers must have adequate professional competencies and skills.

Managerial competencies of teachers are of crucial importance, especially in the management of learning and other processes at schools. Teacher competency enhancement, therefore, is of importance to carry out through in-service training models. In-service education or in-service training programs provides an opportunity for individuals with certain positional tasks, who, in this research, are teachers, to acquire performance development. In-service training is targeted at teachers who need skill/knowledge escalation conforming to science development, specifically in educational fields (Purwanto, 2013).

In-service training models pay attention to management in training, thereby being able to be evaluated and developed by interested parties. Training management constitutes a managerial activity to organize a training process in order to be efficient and effective. Sumantri, in Wungow (2016:2), defines training as a short-term educational process using systematical and organized manners and procedures. Training participants are expected to learn practical knowledge and skills for certain goals. Training management conceptually encompasses planning, organizing, implementing, and evaluating processes of training activity, using

training aspects to realize training objectives effectively and efficiently. Simamora (2012:360) conveys eight training phases, i.e., (1) need and resource assessments for training purposes, (2) training target identification, (3) criteria preparation, (4) intern pretest, (5) selection of training techniques and learning process principles, (6) selection implementation, (7) training monitoring, and (8) comparison between training results and criteria used.

The research site is Gorontalo City. My observation reveals teacher difficulty in using this approach due to a lack of preparation. Additionally, my preliminary study and interviews unravel particular issues: poor implementation of scientific approaches in learning processes, insufficient learning facilities, and inactive students in learning processes. In addition, the sheer number of tasks and responsibilities teachers should bore in classes or schools limited their time to prepare learning devices. Besides, teachers focused on learning materials provided by schools only. The school head admitted that learning media had been facilitated by schools but in a very limited number.

Furthermore, my observation and interviews unveil that teachers had no adequate teaching competency while they could fulfill their tasks and responsibilities well using the competency. Additionally, teachers still used conventional teaching patterns instead of competency-based ones, hindering students from developing congruently with their competencies. Several teachers forwent basic aspects of teaching, causing students to be passive. The PKG scores of teachers in Gorontalo City were categorized as good, yet their achievement scores were considered low, existing at the good category bound. In addition, teachers understood learning materials and lesson plans poorly, engendering teaching-learning activities inconsistent with lesson plans. Several teachers had no lesson plan during learning implementation processes and no psychological knowledge of students, generating noisy, unconducive classes and inappropriate material delivery.

My observation of some teachers taking part in in-service training programs in Gorontalo City gives off the following evidence: 1) Participant appointment was not based on need analysis. That was, the education and training institution appointed them directly (by name), while in in-service training targeted at heightening managerial competency of teachers, it should be concerned that teachers should have managerial-related skills, 2) Participant competencies did not correspond with in-service training programs, 3) The curriculum used in in-service training programs was not in concert with the one used at schools, 4) Methods used in in-service training programs were not in good agreement with the materials given, and 5) Materials delivered in in-service training programs were not building on the curriculum applicable at schools. Rather, they were grounded on the programs designated by the government or authorized officials. Therefore, the outcomes of the in-service training programs were not necessarily feasible to be implemented at schools.

On the grounds of the problems, I am interested in examining character education through this research, entitled "Developing an in-Service Training-Based Managerial Competency Training Model for Teachers in Gorontalo City".

## THEORETICAL REVIEW

A competency is commonly defined as a skill and ability. It roots from the word competent, meaning skillful or able. Vis a vis the context of human resource management, the term competency refers to individual attributes/characteristics allowing successful work (Sedarmayanti, 2007:126). Competency is of paramount importance for the employees or institutions concerned, as the future organizations are built around employees, and there will be a little emphasis on work as an organizational building block. Mangkunegara (2012:113) and Sedarmayanti (2014:126) posit that competency constitutes the founding factor identified in individuals with exceptional skills which distinguish them from others with average or moderate ones. In other words, competency is what outstanding performers frequently carry out in a higher number of occasions and inducing better results than what policy assessors expect. Another factor worth to concern is behaviors.

Competency bears a range of definitions. It roots from the basic word competent, which means able, capable, adequate, and rich. Competency, by definition, is all sources and potencies of humans to conduct particular activities. Thoha (2011:52) defines competency as an element of maturity with regard to knowledge or skills acquired from education and training and experiences. Hasibuan (2014:94) and Wahjono (2015:56) describe work competency as individual capacity of completing works and performing tasks given to them based on skills, experiences, determination, and time. Soelaiman (2015:112) proposes that competency refers to an innate or learned characteristic enabling individuals to finish works mentally or physically. Among employees within an organization providing sufficient motivation, some must come with poor work competency. Competency and skills play a significant role in individual behaviors and performance.

Robbin (2006:57) states that competency (ability) is the current assessment of what individuals can do. Accordingly, competency (ability) constitutes individual capacity to undertake many different tasks of a specific work. Individual competency consists of two factors: intellectual and physical competencies. Kreitner & Kinicki (2010:185) suggests that competency is a stable characteristic with respect to mental and physical maximum competency of individuals. According to Moenir (2005:76), competency refers to a condition experienced by individuals who carry out their work earnestly, efficiently, and successfully to produce the result optimally.

The definition of competency refers to individual competency to fulfill their role requirements by this point or in the future. As such, competency is not only connected to the present performance. McShane & Glinow, in Buyung (2016:37) argue, "Ability is the natural aptitudes and learned capabilities required to successfully complete a task." Intelligence is a natural skill helping employees learn certain tasks fast and complete them well. As conveyed by Dahlan in Adisubrata (2000:7), competency constitutes the ability to conduct a particular task with a satisfying result, in the form of either a goods or service needed by society. Human competency is an intrinsic quality adhering to individuals. Katz, in Ndraha (2007:38) perceives that competency is correlated to human skills, and it leads to a concept (conceptual skills).

Teacher competency will define the teaching quality of teachers. The term teacher competency comes with abundant meanings. Broke & Stone, in Mulyasa (2007:26), as regards teacher competency, proposes, "… descriptive of qualitative nature of teacher behavior appears to be entirely meaningful …." Teacher competency, as stated in Law of the Republic of Indonesia Number 14 of 2005, covers pedagogical competency, personality competency, social competency, and professional competency acquired from professional education. Muhaimin (2004:15) describes the four competencies as follows.

## 1. Pedagogical Competency

The National Education Standards Article 28 Paragraph (3) Point a defines pedagogical competency as the ability to manage learning, encompassing (1) Understanding educational insights or foundation, (2) Understanding students, (3) Developing a curriculum/syllabus, (4) Designing learning, (5) Implementing educative and dialogic learning, (6) Using learning technology, (7) Evaluating learning processes and outcomes, and (8) Developing students to actualize their potencies.

## 2. Personality Competency

Personality competency, in the National Education Standards Article 28 Paragraph (3) Point b, relates to established, stable, mature, wise, and authoritative personalities which can act as a good example for students and noble characters. Personality competency at least includes (1) noble characters, (2) wisdom, (3) determination, (4) authoritativeness, (5) stability, (6) maturity, (7) honesty, (8) the ability to be a good instantiation for students and society, (9) objective self-evaluation, and (10) independent and sustainable self-development.

## 3. Social Competency

Social competency, in the National Education Standards Article 28 Paragraph (3) Point d, constitutes teacher competency as community members to communicate and socialize with students, other teachers, educational workers, student parents/guardians, and the surrounding community effectively. Social competency is teacher competency as community members no least covers (1) oral, written, and/or using-gesture communication, (2) the functional use of communication and information technology, (3) effective socialization with students, colleagues, student parents/guardians, (4) polite socialization with the surrounding community by abiding by applicable norms and value systems, and (5) the implementation of brother/sisterhood principles and togetherness spirit.

## 4. Professional Competency

Teacher professionalism competency is linked to the competency requiring teachers to master education as a foundation in conducting their professions as professional teachers. Professional competency refers to teacher competency in mastering scientific knowledge, technology, and/or arts and at least encompasses (1) broad and deep-seated learning materials in accordance with the content standards of educational unit programs, learning subjects, and/or learning subject groups teachers are responsible for and (2) concepts and methods of scientific

disciplines, technology, or arts conceptually relevant or coherent with educational unit programs, learning subjects, and/or learning subject groups being teacher responsibilities.

Teachers are demanded to have managerial competency, defined by Siagian (2009) as expertise to drive others to work well. According to Nanus (2001), managerial competency is the competency to perform various positive activities using an effective way. Poerwodarminto (2006) argues that the word managerial is derived from the word manager, individuals who lead, arrange schedules, and make a plan. Accordingly, managerial competency can be regarded as managerial skills, i.e., a personal competency or characteristic which makes high-performance achievement in a management task. Yuki (2009), Siagian (2000), and Adair (2007) convey that the managerial competency of teachers constitutes a process to affect others to understand and agree with what needs to do and how a task can be effectively undertaken and a process to facilitate individual and collective efforts to attain common goals. That individuals can play the rational or emotional process well is an essential aspect of managerial competency.

In-service training refers to an activity to improve educational worker quality related to task implementation (Baharun, 2017:17). Besides, others define in-service training as systematically organized education and training to increase skills and understandings and reform students for today and future interests (Mahmuda, 2016:21). In tandem with increasingly advanced science and technology development, employees have to be constantly updated with the development (Kornelius, Margono, & Hartutiningsih, 2014:181). As such, in-service training constitutes an educational and training activity for teachers and is held by the government to promote educator/teacher skills, understandings, and competencies.

An in-service education/in-service training program is training or socialization providing opportunities to acquire specific positional tasks, which, in this research, the position is teachers and performance development (Purwanto, 2013:96). In in-service training, participants can directly work on site to learn and imitate a work under supervisor guidance. Other terms of in-service training are upgrading and in-service education, sharing similar goals. In-service training is given to teachers who require skill/knowledge up-scaling in conforming with science development, especially in education.

## METHOD

The methods used were research and development. The ADDIE model was selected due to its dynamicity, effectiveness, and relevance to the program performance. Two approaches, qualitative and quantitative, were used simultaneously and alternately and mutually helped each other. The developed products were training devices. The development procedure adhered to Borg & Gall (2003), modified by Sugiyono (2016:321).

### 1. Preliminary Study

The preliminary study served as the initial or preparation phase for information development and collection.

## 2. Model Development

Data collected were related to the development process of the in-service training-based managerial competency training model for teachers in correspondence with the determined development procedures and the model reliability. Qualitative data were in the form of assessment criteria scores, classified as SB (Very Good), B (Good), C (Acceptable), K (Poor), and SK (Very Poor). Quantitative data were in the form of assessment scores (Very Good = 5, Good = 4, Acceptable = 3, Poor = 2, and Very Poor = 1). These scores were compared to the ideal ones to identify the model reliability. Qualitative data were collected by observing the training process using the model and interviewing informants and teachers after the process.

The instruments were validation sheets filled out by material and media experts, observation sheets, and interview guidelines. The material expert validation sheet was used to investigate the depth of the delivered materials and the material relevance with the expected competency. The media expert validation sheet was used to observe the media reliability. Observation sheets were used to examine the use of media in training. Interview guidelines were used to identify responses, comments, or suggestions from teachers and students after using the media in training.

In the assessment phase, the media were validated by material and media experts. Following the validation, the media were revised, from which I got revised media 1. Revised media 1 was tested on research informants. The tested media were revised. Following the phases, the end product was a developed competency training model.

## RESULTS AND DISCUSSION

### A. Skills

Table 1 demonstrates data collected from observing the in-service training-based managerial competency training activity.

### B. Training Participant Attitudes

Training student attitudes, investigated through observation, are exhibited in Table 2. The effectiveness of education and training implemented was measurable due to quality assurance and actual training outcome implementation. Training effectiveness was developed based on affective (pleasure) and competency aspects, especially related to knowledge and the impact on school performance. Empirical evidence of the post-managerial competency training for teachers was in keeping with Parker et al. (2011), affirming that teacher development had to be built on flexible human resource management platforms and information systems which could facilitate adequacy, fairness, and support for the development. Adequacy, fairness, and support for teacher development were still limited to training. Their application and practices were not supported. For example, scientific references for the interest of action research were still insufficient. Few schools provided learning sources/references for teachers to allow them to

perform research or develop learning models as professional training outcomes. Information systems to apply training outcomes at the workplace were also still restrained.

This successful development of the in-service training-based managerial competency training model for teachers was influenced by various factors, including succession planning in line with the results of the identification and need analysis of teacher professional development. Related to profession planning and quality education realization, the development planning of the in-service training-based managerial competency training for teachers should not focus on the number of teachers successfully trained or certified only. Most planners of the education and training implementation still only focused on the number of training participants. Teacher scholarship programs to pursue higher education did not meet the expectation. Only 20% of teachers were able to complete their education punctually. Others completed it longer.

In reasonable agreement with the human resource planning and development by Noe et al. (2008), the human resource development process was grounded on visions, missions, and targets. The training for developing in-service training-based managerial competency training for teachers aimed to augment educational service delivery, accelerate the competency of in-service training-based managerial competency training for teachers, gather, and share knowledge related to the training and the critical reflection outcomes of teachers related to their roles as educators. Professionality development planning was systematic to develop programs which could elevate in-service training-based managerial competency training for teachers

Professional development activities for teachers, in practice, did not entirely adhere to the professional development phases by Noe et al. (2008), starting from undertaking a need analysis, ensuring teacher preparedness, making a conducive training environment design, ensuring that the professional development process run by plan, selecting methods used in professional development for teachers, and evaluating the professional development program using a quantitative or qualitative approach to result in valid information for this research.

Professional development planning needed to address quality standards for in-service training-based managerial competency training practices for teachers. For this time, no standard was identified for implementing the development of in-service training-based managerial competency training at schools. Available standards were biased. For instance, documentation systems and training document control were sometimes considered irrelevant. Professionality development practices should have quality standards agreed together and keeping pace with customer quality needs. Quality standards for developing professionality as a supporting activity for educational service delivery were on the grounds of quality targets, visions, and missions to achieve quality education. The implementation of in-service training-based managerial competency training development planning for teachers was the management function. An implementation system was plan realization, also covering resource and work organization. An urgent implementation aspect was resource and work allocation keeping pace with implementor goals and plans.

Attributed to the administrative concept, effective and efficient implementation of in-service training-based managerial competency training development for teachers needed to engage

with all parties concerned. And yet, in practice, teachers were merely implementors of professional development planning. They were rarely involved in planning or structural implementation processes.

Parties arranging the development of the in-service training-based managerial competency training model for teachers should be concerned about the issues. Development implementation could be more innovative and effective. For example, a 1:10 induction program ineffectively empowered teachers and schools with a higher number of professional teachers. Induction programs could be more effective if developed into induction groups forming a learning community. A 1:3 teacher induction was unprofessional. The description of training implementation was acquired through observation of the training process and how to make the learning developed in the course of training on pace with dynamic training participant needs and professional demands.

To create an effective training model, some improvements were given, particularly to training components, by considering training conditions, participants, tutors, implementor management parties, and government policies. As regards budget implementation, the design and structure of training development could be the fundament of allocating the budget. Work division required budgetary support. A vital factor of budget implementation was fund management principles.

Article 48 Paragraph (1) Law Number 20 of 2003 concerning National Education System stated, "The management of educational finance is based on the principles of equity, efficiency, transparency, and accountability." Practicing the principle would determine how the successful function of budget management in educational institutions became a strategic partner for policy-makers in developing the in-service training-based managerial competency training model for teachers.

Evaluation did not solely measure budget absorbability. Evaluation of value achievement in a program was necessary. An evaluation was one of the management functions. It was associated with other management functions, e.g., planning, organizing, and leading. The functions built a sustainable and integrated system, interconnected, and constituted system unity, inseparable and integrated within an organizational system, covering the system to implement in-service training-based managerial competency training model development for teachers.

The effectiveness of in-service training-based managerial competency training model development for teachers was determined by post-training changes. Several factors calling for concerns and related to training evaluation were training program coverage, goals, impacts if the training program was not implemented, evaluation principles, and costs to design the need evaluation of training effectiveness information (Noe et al., 2011:411).

Associated with the evaluation of teacher professionalism attainment, the results demonstrated teacher complacency. However, the complacency was dynamic and could not be perceived as an indicator to exhibit that the training boosted teacher professionality effectively. The outcomes of teacher professionality development could be measured through how performance enhancement created values prompting customer satisfaction, particularly of students or other

internal clients, such as school heads. Likewise, successful professionality development could be measured based on changes in work behaviors, which were identified as being more effective and productive. The research products were (1) training materials, addressing leadership, school work planning, curriculum development, academic supervision, and model (book) guide, (2) a guide, where experts gave suggestions to make it in a digital form pursuant to the guide preparation procedures, and (3) a test. The products were made by resonating with expert suggestions and made into a book, allowing the interested parties to use it efficiently.

## CONCLUSION

In conclusion, the developed in-service training "motulete to paduma"-based managerial competency training model was effective for managerial competency acquisition. Its effectiveness was espoused by the systematics and relationship between adaptive components, enabling instructors as the learning sources and participants to develop their managerial competencies. Managerial competency escalation encompassed (1) leadership, (2) curriculum development, (3) RKAS preparation, and (4) academic supervision. Some suggestions to disseminate the developed learning model are: (1) The in-service training "motulete to paduma"-based managerial competency training model developed in this research is considered effective and significantly heightens the managerial competency of head school candidates. Accordingly, decision-makers have to disseminate this model as an alternative to support effective and efficient training program sustainability attributed to managerial quality improvement, specifically in school head candidates, (2) Educational units must focus the training process on developing planning components, implementation, evaluation, and training outcome reflection, (3) Participants need to develop their managerial competency when implementing leadership. School head candidates should not only make managerial skill innovations but also work hard to find the best outcomes of task implementation, increasing their abilities to innovate in educational leadership implementation, and (4) The model promotes the managerial competency of school head candidates effectively. Nevertheless, several weaknesses and constraints are inevitable. Additionally, the research method is research and development, yielding results impossible to generalize. As such, future interested researchers can conduct further research building on this research, helping them bring about a new model which may be more effective and calls for continued development.

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### Table 1: Skills/Performance in the Training Process

| No. | Assessed Aspect | Acquired Score | Percentage | Criteria |
|-----|-----------------|----------------|------------|----------|
| 1 | Leadership | 190 | 79 | Very Good |
| 2 | Managerial | 189 | 76 | Very Good |
| 3 | Supervision | 185 | 77 | Very Good |
| Mean | | 188 | 83 | Very Good |

### Table 2: Attitude Assessment

| No. | Assessed Aspect | Acquired Score | Percentage | Criteria |
|-----|-----------------|----------------|------------|----------|
| 1 | Creative/innovative | 185 | 77 | Very Good |
| 2 | Determined/professional | 181 | 75 | Good |
| 3 | Argumentative | 194 | 80 | Very Good |
| 4 | Active in discussion | 196 | 81 | Very Good |
| 5 | Cooperative | 186 | 78 | Very Good |
| 6 | Deliberative | 183 | 75 | Good |
| 7 | Solidaristic | 186 | 78 | Very Good |
| Mean | | 187 | 78 | Very Good |