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RESEARCH ARTICLE

THE EFFECT OF CURRICULUM CHANGES, WIDYAISWARA'S COMPETENCES, AND FACILITIES TOWARDS TRAINING PARTICIPANTS' SATISFACTION AND COMMITMENT AND NEW PATTERNS IN LEADERSHIP TRAINING AT BOARD OF TRAINING IN EAST JAVA

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Abstract

The aims of this study are to determine the effect of curriculum changes, widyaiswara's competences, facilities towards the training participants' commitment and satisfaction at the Board of Training in East Java.

The population of this study was all the participants of Education and Leadership Training II - IV in which held by the Board of Training in East Java class 1 year 2014. The numbers of participants were 370. The samples of participants were 192. The sampling technique used *stratified random sampling* method. Data analysis technique used *Structural Equation Model (SEM)* approach by using *Partial Least Square (PLS)* software.

The results show that the changes of the curriculum in the education and leadership training have a significant influence on the training participants' satisfaction. Widyaiswara's competences have a significant influence on training participants' satisfaction. The facilities of the Leadership Training have a significant influence on training participants' satisfaction. The curriculum changes in leadership training have a significant influence on training participants' commitment. Widyaiswara's competences have a significant influence on training participants' commitment. The facilities of leadership training have no significant effect on the training participants' commitment. Training participants' satisfaction has a significant influence on the training participants' commitment.

This study also shows that new patterns on leadership training according to Heads of State Administration Regulation No. 11,12 and 13 year 2014 has a positive response from the training participants' commitment in increasing the performance of the institution.

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Introduction:-

Training (Training) is an effort to improve the competences which are given to the civil servants that aimed to enhance their competence and professionalism in order to improve their contribution in the public service. The implementation of training for civil servants is based on Constitution Number 43 Year 1999 concerning to the Principles of Human Resources and Regulation 101 year 2000 concerning to the Training For Civil Affairs Officer, as an effort to enhance their professionalism in order to increase the competence of human resource. One of the ways that can be done is through education and human resources training for the government officials.

Leadership Training that had been conducted before still could not be performed optimally when it was seen based on outputs and outcomes, as well as in terms of efforts in enhancing the professionalism of civil servants. Research

or evaluation of *Diklatpim (Leadership Training)* in which conducted by the Institute of Public Administration / LAN (2006), Subiyantoro (2006) and Bandikat Yogyakarta (2005) shows the results as follows.

There were negative responses or pessimism from the leaders, subordinate groups, and the alumni towards an ideal performance improvement and the change of officials' behavior who were being a participant in *Diklatpim (Leadership Training)*. The utilization of the knowledge from graduates could not be realized optimally in their organization environment. Utilization in this context is alumni's career development of *Diklatpim (Leadership Training)* seems unclear. Officials who have attended *Diklatpim* were not necessarily occupying or being promoted in a structural position.

The implementation of *Diklatpim* in which had been implemented was not yet achieve the goals and objectives that have been set. If the success rate is seen based on aspects of training in general, it is seen from two things that influence it; there are: policy failures and implementation failures. *Policy failures* related to the errors of policy instruments themselves; in the other hand, *implementation failures* related to the errors in executing / implementing policies in the field. The relation between the successfulness of policy implementation, it can be seen from the level of policy objectives achievement (the degree of accomplishment) and from what the extent of hosting organization policies comply these policies (the degree of compliance) (Dwiyanto, 1994).

The materials in various regulations of *Diklatpim* generally cover general policies and aspects in the implementation of *Diklatpim*. Many people see that the substance of the materials has been considered good. However, in these regulations did not contain sanctions if there was found the violations of some aspects in the implementation of *Diklatpim*. This gives "opportunities" for organizers of *Diklatpim* agencies, both at central and local levels in order to ignore the requirements for organizing *Diklatpim*. Next, how does the implementation of policies in organizing *Diklatpim* all this time? If it is seen from the implementation, the organizers of *Diklatpim* as had been mentioned before were not giving a clear outputs and outcomes for alumni and their organizations. This shows that based on the level of policy objectives achievement (the degree of accomplishment) is not yet optimally achieved. In many cases, the participation of employees in *Diklatpim* not only does not give the benefit for employees' career, but also does not provide benefits for the organization. As it has been stated by one of the Deputy LAN mentioned that: there is no correlation between the employment policies and training policies; training is not directly related to career planning; training is not yet based on the needs analysis; and training is not directly based on competency (Noorsyamsa, 2008).

Based on the degree of compliance towards the rules performance (the degree of compliance), previous studies shows that the implementation of *Diklatpim* in many cases are less comply the rules that have been set. The requirements of employees' participation in *Diklatpim* tend to not yet accomplished, such as rank/ minimum class, the minimum degree of education, minimum age, and English language skills (TOEFL). This case happened due to the lack of involvement of the Participant Selection Team Training Agencies (TSPDI) in agencies for sending the candidates that will participate in *Diklatpim*. In fact, most institutions often do not form TSPDI as a part of the selection committee in order to select the candidates of *Diklatpim*. If the Provincial Training Agency applies strict rules on the requirements of *Diklatpim*, such as English language proficiency requirement, therefore it will almost no employees that pass the *Diklatpim* (Irfan et al., 2008).

Leadership Training is an training in which performed in order to reach the requirements of government officials' leadership competencies in accordance with their position. In implementing their duties and functions for developing the capabilities and competences of governmental human resource optimally, there are four (4) important elements that must be considered by *Bandiklat* in East Java, as follows: Institutional Training, Training Program, Human Resources Training organizer and *Widyaiswara*. Institutional Training is concerned to the institution or training institution in which directly accredited, in this case the Training Agency in East Java and has received accreditation through the Decree of the Head LAN No. 741A / IX / 6/4/2002 as the results of the Accreditation and Designation Certification Training Agency in East Java. This decree (SK) gives formal permission to the Training Agency in East Java for organizing Training Pre-position of group I, II and III as well as *Diklatpim* level IV, III and II independently in which responsible for achieving the goal of training for government officials. The focus concerns in human resources of training organizers and all the provision of facilities in which constitute an integral and inseparable part of the implementation of all trainings. The things that are concerning to the success of training program is shown by the good quality of the training curriculum, and the trainers' abilities and *widyaiswara*'s competences that cover training materials in leadership training program.

One of the other important elements in determining the success of government officials' training in order to improve their capabilities is *widyaiswara*. In the structure organization of the Board Training Agency in East Java, *widyaiswara* is known as the structure of functional groups in which has an important role in supporting the implementation of the development and functional implementation of training and education for government officials in East Java. Since *widyaiswara* is one of the elements of human resources based on Regulation Menpan No: 14 of 2009, mentioned that the *Widyaiswara* is a Civil Servant (PNS) which was appointed as a functional position by officials that has authorities, responsibilities, the power to educate, teach and / or train the civil servants directly face to face with the trainers in training institutions owned by the government. The quality of government officials' training is determined by the quality of *widyaiswara* in delivering learning materials. Related to the quality of *widyaiswara*, the Head of the Institute of State Administration of Indonesia has issued the decree from Heads of State Administration No. 5 of 2008, concerning to the management of Standard Competencies of *Widyaiswara* that must be owned by each *widyaiswara* who became educators, teachers and coaches at the Governmental Training Institute.

Therefore, in order to increase the government officials' competences and professionalism, related to the implementation of New Patterns Training for government officials, the Head of Institute of Public Administration of the Republic of Indonesia has issued Decree of the Head LAN No.: 11, 12 and 13 Year 2013 on Guidelines for the Implementation of *Diklatpim* II, III and IV and the Decree of the Head LAN No. 13 and 14 on Guidelines for general guidance for organizing coaching of technical training and functional throughout Training institutions in Indonesia.

The training participants' satisfaction is important to note because it involves the successfulness of the implementation of the training. Participants who have a high level of satisfaction, suggest that their expectations in training activities have been met, in terms of curriculum, training, the *widyaiswara*'s competences, as well as the facilities that is given while undergoing training. Participants, who have a high level of satisfaction, will give an impact on the individual's performances and achievements when they participate in training. It means that an individual who is satisfied, they can absorb the material very well, therefore his/her knowledge and experience which is gained during the training could be implemented in his/her institution.

The Leadership Training participants' satisfaction are influenced by the curriculum. Curriculum changes in education and leadership training is arranged based on need analysis of the organization, therefore the training participants can immediately implementing leadership training material in the institution where they worked.

Besides curriculum changes, factors in which affecting participants' satisfaction of *Diklatpim* is the role of the *widyaiswara*. The existence of *widyaiswara* with their function as a teacher, educator and trainer in organizing training, is important because the *widyaiswara* is a teacher for training participants. A *widyaiswara* must have standard of competences, covering: learning management competence, personal competence, social competence and substantive competence. *Widyaiswara* in Training Agency in East Java must be held the certification of four standard of competences in accordance with the provisions of the State Administration Head of Institute.

Competence of *widyaiswara* in Training Agency in East Java must be at least supported by the facilities fulfillment of training organizers. Facilities in organizing training must be supported by adequate facilities, either related to the quality of the value or the quality of service, such as: a simulation room for individual, a simulation room for groups and the a briefing room. In addition, it is also completed by information technologies and multimedia devices such as: Observer Multimedia Integrated Control System (MIOCS) and digitalized Data Storage System (DiDaSS) in the classrooms and discussion rooms in organizing training. Besides, the facilities that supports learning, it should be supported by the the availability of supporting facilities in order to support the implementation of training, such as; dormitory completed by supporting facilities, libraries, a dining room, a relaxation room and other facilities. At Board of Training in East Java, all the facilities have been provided and could be used properly for training participants.

The study in which related to the training participants' satisfaction is important to conduct because this study can be used for the evaluation of the performance and success of the implementation of training in the Training Agency in East Java. Training participants who have attended and followed the process of training, are expected to have a a commitment in implementing the knowledge for the progress of the institution. Participants' commitment for

applying the results of the training materials is very important, because by the high commitment will provide a positive contribution to the progress of their institutions.

According to Allen and Meyer (2003) state that employees' commitment to the organization consists of three types, they are: a. Affective commitment. Affective commitment is demonstrated by the individual's emotional that attach to the organization. This type of commitment creates the individual's emotional closeness in order to identify and get involved in the organization. Employees who have a commitment towards the organization is due to the emotional closeness, they will work for the organization because of their desire; b. Continuance commitment. Continuance commitment is the awareness towards the costs in which associated when they are leaving the organization. It is calculated naturally due to the employees' perception or consideration of the costs and risks associated when they are leaving the organization at this time; c. Normative commitment. Normative commitment is a feeling of obligation to remain in the organization. This type of commitment suggests that employees maintain closeness with the organization because they feel that they should do so.

Satisfaction that is arisen and perceived by the training participants will affect the their commitment. Training participants who have a high level of satisfaction, usually in the final evaluation stage, they will reach an optimal assessment and complete the tasks very well. The tasks are associated to the settlement of strategic issues in their institutions. Besides, many training materials can be absorbed by the participants and can be used to support for finishing the tasks from training, therefore the participants' commitment in applying the results of the training are also spreading. Participants' satisfaction towards the implementation of training is demonstrated by the success of participants in completing the tasks from training. These tasks are related to the efforts for resolving strategic issues in their institution, therefore the achievement is identical with an increased participants' commitment to enhance the performance of the in institution where they are worked.

These results are supported by the study conducted by Kristianto D, Suharnomo Ratnawati Diamond (2012), who do a research on employees' satisfaction and commitment of officials' performance. The findings indicate that job satisfaction has a positive and significant effect on organizational commitment. In addition, job satisfaction also has a positive and significant influence on employees' performance variables. Moreover, organizational commitment can perform as an intervening variable in the relationship between job satisfaction and employees' performance. The study from Boles J, Ramana M, Brian R dan John AW (2007) explores the relationship between job satisfaction and commitment. The findings indicate that job satisfaction has a strong relationship towards the commitment. The study from Parwita (2013), examined the problems of job satisfaction, commitment and professors' discipline in the Mahasaraswati University Denpasar. The findings indicate that job satisfaction affects organizational commitment, and organizational commitment has an influence on the discipline.

The study from Kanwar Y.P.S, A.K. Deo Singh and Amitabh Kodwani (2012) entitled "*A Study of Job Satisfaction, Organizational Commitment and Turnover Intent Among the IT and ITES Sector Employees*", the findings indicate that job satisfaction has an effect and add the value of employees' commitment. The study from Ming and Chung (2007) explore the relationship between working environment, job satisfaction, and commitment. The findings indicate that working environment influence the job satisfaction. Second, the findings show that there is no effect on the working environment and the job commitment, and there is an influence between job satisfaction towards job commitment. The study from Rageb MA, Eman Mohamed Abd-El-Salam, Ahmed and Shaimaa El-Samadicy Farid (2013), the results of the study can be concluded that satisfaction has a positive effect on the commitment.

For the study in which related to the relationship between curriculum, widyaiswara's competencies and facilities for the training participants' satisfaction, there is referring to some studies in the field of education is a study from Almeida, Ika Fitria Mamun Sutisna, Word Wirakusumah F. (2013) examine the influence of the quality of curriculum implementation towards students' satisfaction and performance. The findings show that the quality of curriculum implementation practices simultaneously affecting on students' satisfaction. Next, the study conducted by Puspayani (2013), examined the influence of facilities, administrative services, teachers' professional competences to the learning satisfaction. The findings indicate that there is a contribution of facilities, administrative services, and teachers' professional competence to the students' learning satisfaction. Moreover, the study conducted by Sukandi (2010), the results of the study showed that in partial curriculum variable, teachers' competence and facilities have a significant influence on the learners' satisfaction.

These three studies examine the curriculum variables, teachers' competences, and facilities to the students' satisfaction, however these studies only limited on students' satisfaction and do not investigate further towards the outputs or commitments. Researchers assume that the previous studies seem disconnected and they were considered incomplete because they did not examine the results or training process outputs.

In the previous studies also found research gaps. Previous studies failed to give complete information about the learning process outcomes. In addition, the researchers also found the results of different studies, in which the results of the study conducted by Gunlu E, Mehmet Aksarayli and Nilufer SP (2009) analyze the relationship between job satisfaction and organizational commitment. The findings indicate that there is an influence between satisfaction to the affective and normative commitment, but job satisfaction does not affect the continuance commitment. The study from Dorothea (2012) concerning to the job towards commitment. The findings indicate that there is no significant effect between job satisfaction towards commitment. The study from Ciptodihardjo (2014) mentions that satisfaction does not significantly affect the commitment.

Besides the research gap that has been mentioned above, by the view that the three (3) important elements that have an influence on Leadership Training achievement; it is important to investigate the extent of the successful implementation Perka LAN RI numbers 11,12 and 13 in 2013 in order to answer the problem of organizing Leadership Training in which conducted based on the references to the Perka LAN RI numbers 540, 541 and 542 of 2001, it is seen from three (3) important elements in the implementation of training, there are: curriculum changes, the competence of lecturers and facilities in the leadership training.

Due to there are gap in these studies, therefore the researcher interested in studying further concerning to the curriculum changes, widyaiswara's competences and facilities related to the training participants' satisfaction and commitment in the Board of Training in East Java. The study entitled *"The Changing Effect of Curriculum, Widyaiswara's Competences, and Facilities towards Training Participants' Satisfaction and Commitment and New Patterns in Leadership Training at Board of Training in East Java"*.

The objectives of the study:-

Based on the description of the background of the study and statement of problems above, therefore the aims of the study are to prove and analyze:

1. The changing effect of curriculum towards training participants' satisfaction in the Board of Training Agency in East Java.
2. The effect of widyaiswara's competences towards training participants' satisfaction in the Board of Training Agency in East Java.
3. The effect of facilities towards training participants' satisfaction in the Board of Training Agency in East Java.
4. The changing effect of curriculum towards training participants' commitment in the Board of Training Agency in East Java.
5. The effect of widyaiswara's competence towards training participants' commitment in the Board of Training Agency in East Java.
6. The effect of facilities towards training participants' commitment in the Board of Training Agency in East Java.
7. The effect of satisfaction towards training participants' commitment in the Board of Training Agency in East Java.

Review of literature:-

Curriculum:-

According to the experts, curriculum can be defined as follows:

1. The curriculum is designed instruction or subjects in which systematically arranged in order to complete a program to obtain a diploma. (Crow and Crow in Oliva, 1991: 6).
2. The curriculum is a systematic group teaching or sequence of subjects in which required for graduation or certification in major subjects, such as social learning curriculum, physical education curriculum (Carter V. Good in Oliva, 1991: 6).
3. The curriculum is the whole experience of students under teachers' guidance (Hollis L. Caswell and Doak S. Campbell in Oliva, 1991: 6).
4. The curriculum is a number of cultural education experiences, social, sports, and art which is provided by the school for students whether inside or outside the school in order to help them developing the skills in every

aspect and changing their behavior in accordance with the goals of education (Addamardasyi and Munir Kamil in Oliva, 1991: 6).

The Components of Curriculum:-

According to Pratt (1980: 4) curriculum is a system. As a system, curriculum has components or parts that support each other and form an inseparable unity. Curriculum as the planned program has the essential components, purposes, contents, organizations, and strategies.

Widyaiswara:-

According to the Regulation of the LAN (2008), the widyaiswara are civil servants (PNS), who was appointed as a functional official by the officials' authority and they have duties, responsibilities, authorities to educate, teach, and/or train civil servants in the governmental Training (Training) institution.

Directorate of Trustees Widyaiswara (2009), widyaiswara's competency standards are the minimum capabilities that are generally owned by the widyaiswara in carrying out the duties, responsibilities and authorities to educate, teach, and / or train civil servants. Widyaiswara is considered as a facilitator in the learning process organized by organization in central and local government. The organization has the duties in managing training and developing of HR (human resources).

According to Raka Joni (1992) suggests three types of teachers' competences, there are:

1. Professional competence; they have an extensive knowledge of the field of study that they teach, covering the capabilities in selecting and using a variety of teaching methods in the learning process.
2. Social competence; they are being able to communicate very well with the students, friends, and societies.
3. Personal competence; they have a solid personality and exemplary. Thus, a teacher will be able to become a leader: *ing ngarso sung tulada, ing madya mangun karsa, tut wuri handayani* means that we are being an exemplary in the front, we are building an initiative and working together in the middle, we are spreading the enthusiasm and spirit from the back.

Besides, from the perspective of the national education policy, the government has formulated four types of teachers' competence as stated in the explanation of the government regulation No. 14 of 2005 on National Education Standards, there are:

1. Pedagogic competence
2. Personality competence.
3. Social competence.
4. Professional competence.

Facilities:-

Facilities are the tools and equipments in which special directly used and support the process of training, especially teaching and learning, such as buildings, classrooms, desks, chairs, tools and facilities. In addition, infrastructure of training is a facility that indirectly supports the learning process, such as the courtyard, gardens, school's parks, roads, but if they are used directly for teaching and learning, such as school garden for biology education, school grounds as well as a sports field, then these components are education facilities (Mulyasa, 2002).

Facilities and infrastructure are in terms of usability according to Moenir (2006: 120) divided into the infrastructure and facility as follows:

1. Working tools are all kinds of objects that has a function directly as tools to produce goods or processed goods which have different functions and usages.
2. Working equipments are all kinds of objects that have a function as indirectly supporting tools in production, speed up the process, arouse and increase coziness in the work.
3. Supporting equipments or facilities are all types of objects that help the movement of the work, for example, typewriters, air conditioner, attendance machines, and power generation engines.

Satisfaction:-

According to Kotler and Keller (2009: 177), the level of person's satisfaction is after comparing between the perceived performance or results compared to the expectations. Therefore, satisfaction or dissatisfaction is the conclusion of the interaction between expectations and experiences after using provided services.

Tjiptono and Chandra (2007: 349) define satisfaction as a fulfillment of the things or make something adequate. According to Oliver (in Supranto, 2001: 44) defines satisfaction as the level of one's feelings after comparing between the performance or results and expectation. The level of satisfaction is a function of the differences between the perceived performance and expectations. In the other hand, when the performance exceeds the customers' expectations, they will be fulfilled customers' expectations, and it can be shaped by experiences, comments from relatives, as well as appointments and information from various media.

Based on the description of some of the experts, it can be concluded that satisfaction is happy feelings, individuals' satisfaction due to between expectations and reality in using provided services are met.

Factors that Affect Satisfaction:-

Based on the theory of job satisfaction and career theory, the satisfaction of training participants can be divided into three domains, there are personal domain, interpersonal domain and organization domain.

1. Personal Domain
 - a. His first profession
 - b. Confidence
 - c. Personality
 - d. Personal experiences during the training
 - e. Life's satisfaction
2. Domain interpersonal
 - a. Instructor's communication skills
 - b. Instructor's interpersonal skills
 - c. Instructor's professional ability
 - d. Instructor's teaching behavior
3. Organizational Domain (Wamsley, 2012).

Training Participants' Commitment:-

Commitment is the ability and willingness to align personal's behavior to the needs, priorities and goals of the organization. According to Allen and Meyer (2003, in Soekidjan 2009), commitments also mean individual's strong acceptance to the goals and values of the organization, and individuals are trying, working and having a strong desire to remain in the organization.

Commitment by Allen and Meyer (2003: 76) is divided into three components, there are:

1. The affective component associated with emotional, identification and involvement of employees in an organization.
2. The normative component is a feeling of obligation that employees should be given to the organization.
3. The component continuance means that the component which is based on employees' perceptions about the losses that will be faced when they are leaving the organization.

Hypothesis:-

H1: Training curriculum change has a positive effect towards training participants' satisfaction in the Board of Training in East Java.

H2: Widyaiswara's competence has a positive effect towards training participants' satisfaction in the Board of Training in East Java.

H3: Facilities of training has a positive effect towards training participants' satisfaction in the Board of Training in East Java.

H4: Training curriculum change has a positive effect towards training participants' commitment in the Board of Training in East Java.

H5: Widyaiswara's competence has a positive effect towards training participants' commitment in the Board of Training in East Java.

H6: Facilities of has a positive effect towards training participants' commitment in the Board of Training in East Java.

H7: Training participants' satisfaction has a positive effect towards training participants' commitment in the Board of Training in East Java.

Research method:-**Population:-**

In this study, the population was all the training participants' on Leadership Training II - IV organized by the Board of Training in East Java class 1 year 2014, the number of participants are 370.

Sample:-

Based on the calculation formula proposed by Slovin, the number of samples in which required in normative research are 192.

Sampling Technique:-

The sampling technique was using *stratified random sampling* method, by taking samples based on strata (levels) in the population. In previous stratified data is grouped into certain levels, there are grouping participants of Diklatpim II-IV. In order to make collecting the data easier, therefore the questionnaires are largely distributed through the *mail* survey, most of participants were asked to fill out a questionnaire and sent via email and some participants can submit the questionnaire directly.

Variables and Indicators:-

VARIABLE	INDICATOR	ITEM
The Changing of Curriculum (LAN chief regulation No. 13 of 2013)	Stage of Diagnosis the Changing Needs	1) The integrity and nationality spirit has increased 2) After following the briefing about strategic issues, participants can contextualize the strategic issues into institutions' strategy 3) Being able to control the organization's internal conflict 4) An ability to identify strategic problem-solving solutions of the institution 5) Participants are being able to explain the content of the changing project
	Stage of designing the change and build a team	6) Adopting and adapting the best practice areas of strategic policy. 7) Being able to draw a map of the stakeholders' values and interests 8) Being able to get involve the competence in changing the organization's strategic policy into the changing project. 9) Being able to integrate the input and refinement of changing project 10) Being able to manage the implementation of changing project and anticipate the obstacles that arise
	evaluation stage	11) Being able to identify each of leads' excellence in being a leader 12) Being able to arrange the increasing capacity of leadership change
Widyaiswara's competence (Lan Chief regulations, guidelines to provide education and leadership training level II, III and IV, form 11)	Pedagogic competence	1) Widyaiswara has an insight and adequate educational foundation 2) Widyaiswara is being able to develop a curriculum that is taught 3) Widyaiswara conducts evaluation well
	Personal competence	4) Widyaiswara should be wise, thoughtful, dignified and noble 5) Widyaiswara could be an exemplary and being good models for training participants 6) Widyaiswara is willing to develop himself/herself to improve his/her competence
	Social competence	7) Widyaiswara has a good ability in communication skills both verbal and nonverbal 8) Widyaiswara do not restrict to communicate and connect

VARIABLE	INDICATOR	ITEM
		with the training participants very well
	Professional competence	9) Widyaiswara provides the training materials according to the curriculum 10) Widyaiswara's concept of knowledge based on problems in the field
Facilities (LAN heads regulations, guidelines to provide education and leadership training level II, III and IV, form 13 points 4)	Completeness of training information	1) Completeness of training information
	The availability and cleanliness of dormitories, classrooms, a dining room, toilets and other facilities	2) The availability and cleanliness of the dormitories, classrooms, a dining room, toilets and other facilities
	Availability, cleanliness and functioning of sports facilities, healthcare, places of worship and other facilities	3) Availability, cleanliness and functioning of sports facilities, healthcare, places of worship and other facilities
	Availability, completeness, and functioning facilities and training materials	4) Availability, completeness and functioning of facilities and training materials, complete training teaching materials, availability of library that ready at any time, the need for duplication of tasks, printer, fotocopy machine
satisfaction (Wamsley, 2012)	Satisfaction toward the changing curriculum	1) Satisfied with training curriculum materials 2) Satisfied with the training time allocation
	Satisfaction towards widyaiswara's competence	1) Satisfied with Widyaiswara's competencies related to knowledge about widyaiswara. 2) Satisfied with widyaiswara's competencies associated to the attitude and exemplary behavior 3) Satisfied with widyaiswara's competencies associated to kindness to the training participants 4) Satisfied with widyaiswara's competencies who have the depth of knowledge
	Satisfaction towards facilities	5) Satisfied with the facilities in <i>Diklatpm</i> that have functions and can be used as expected
	Overall satisfaction	6) Feeling satisfied with the overall training implementation
The participants' commitment (Allen and Meyer, 2003: 76)	<i>Affective Commitment</i>	1) Having the enthusiasm in order to follow up the training results. 2) Being more proactive for the progress of institutions 3) Providing a good example for colleagues at institutions
	<i>Normative Commitment</i>	4) Obligated to improve the performance and progress of institution 5) Working hard to reach the achievement of institution
	<i>Continuance Commitment</i>	6) Feeling guilt and sin if he/she is not being able to run the program as a results from <i>Diklatpim</i> 7) Feeling loss he/she is not being able to apply the knowledge 8) Having a strong commitment for working in institutions started from now until retirement

Location and Time:-

The location of this research at the Board of Training in East Java, located at Jl. Tama Balongsari Tandes Java, Surabaya Timur. The time of this study was conducted during October 2014 - March 2015.

Data Analysis:-

The data analysis used *Structural Equation Model (SEM)* by using *Software Partial Least Square (PLS)*.

The results of the study:-

Structural Model Testing (Inner Model)

Goodness of fit models PLS

Goodness of fit PLS model is measured through the value of the *Q-square predictive relevance*, in order to measure how good the observation values generated by the model and estimation parameters. Goodness of fit testing is using predictive relevance (Q^2) value. The each value of R^2 of endogenous variable as follows:

Table 1. Value of R-Square

Endogenous variables	R^2
Training Participants' Satisfaction	0,756
Training Participants' Commitment	0,818

Based on Table 1 can be created equations to calculate the *Q-square predictive relevance*, as follows:

$$\begin{aligned} Q^2 &= 1 - (1 - R_1^2) (1 - R_2^2) \\ &= 1 - (1 - .756) (1 - .818) \\ &= 0.956 \end{aligned}$$

The result shows the *predictive relevance value* of 0.956 or 95.6%, therefore it can be said it has *relevance predictive value*. Relevance predictive value of 95.6% indicates that the diversity of data that can be explained by the model is 95.6%, or in other words, the information contained in the data 95.6% can be explained by the model. In the other hand, the remaining 4.4% is explained by other variables (which is not contained in the model) and *error*. These results say that the model of *SmartPLS* which is formed is very good, because it can explain 95.6% from overall information, therefore it could be interpreted.

Hypothesis testing:-

Inner testing model or structural inner model is performed in order to see the relationship between the constructs from research model base. The basis used in testing the hypothesis is contained the output value *result for the inner weight*. Table 2 gives the *output estimation* for testing the structural model.

Table 2. Result For Inner Weights

Construct	Bobot Pengaruh	Standard Deviation	T Statistik	Explanation
Curriculum -> Satisfaction	0,403	0,102	3,945	Significance
Widyaiswara -> Satisfaction	0,309	0,088	3,502	Significance
Facilities -> Satisfaction	0,251	0,089	2,812	Significance
Kurikulum -> Commitment	0,266	0,107	2,482	Significance
Widyaiswara -> Commitment	0,299	0,099	3,017	Significance
Facilities -> Commitment	0,106	0,073	1,450	Not significance
Satisfaction -> Commitment	0,318	0,106	2,994	Significance

Sources: Data Analysis using PLS, 2015

In the study used *bootstrap* method, it took 500 *resampling*. *Bootstrapp* testing is also intended to minimize the abnormality data of research problems, the following is the testing using *bootstrapp* from PLS analysis:

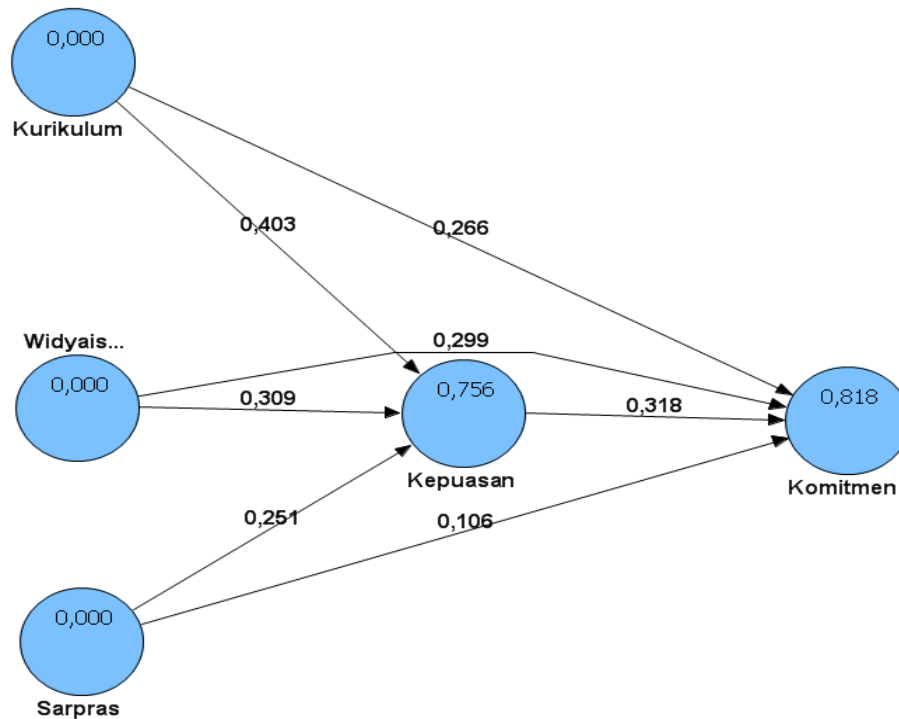


Figure 1

Direct Impact Between Variables:-

From Table 2 and Figure 1, it can be done hypotheses testing as follows:

1. Hypothesis Testing 1 (Training curriculum change has a positive effect towards training participants' satisfaction in the Board of Training in East Java)

The first hypothesis testing results indicate that the effect of variable on leadership training curriculum changes toward training participants' satisfaction in the Board of Training in East Java shows the path coefficient of 0.403 with $t_{\text{statistik}}$ 3.945. $T_{\text{statistik}}$ value is greater than t_{table} (1,960). This result means that the curriculum change in leadership training has a positive effect towards training participants' satisfaction in the Board of Training in East Java, which means that the first hypothesis in this study is accepted.

2. Hypothesis Testing 2 (Widyaiswara's competence has a positive effect towards training participants' satisfaction in the Board of Training in East Java)

The second hypothesis testing results indicate that the effect of widyaiswara's competence variable to the training participants' satisfaction in the Board of Training in East Java shows the path coefficient of 0.309 with $t_{\text{statistik}}$ 3.502. $T_{\text{statistik}}$ value is greater than t_{table} (1,960). This result means that the Widyaiswara's competence has a positive and significant impact towards training participants' satisfaction in the Board of Training in East Java, which means that the second hypothesis in this study is accepted.

3. Hypothesis Testing 3 (Facilities of training has a positive effect towards training participants' satisfaction in the Board of Training in East Java)

The third hypothesis testing results indicate that the effect of facilities variable to the training participants' satisfaction in the Board of Training in East Java shows the path coefficient of 0.251 with $t_{\text{statistik}}$ 2.812. $t_{\text{statistik}}$ value is greater than t_{table} (1,960). This result means that the facilities has a positive and significant influence effect towards training participants' satisfaction in the Board of Training in East Java, which means that the third hypothesis in this study is accepted.

4. Hypothesis Testing 4 (Training curriculum change has a positive effect towards training participants' commitment in the Board of Training in East Java)

The fourth hypothesis testing results indicate that the effect of training curriculum change variable toward training participants' variable in the Board of Training in East Java shows the path coefficient of 0,266 with $t_{\text{statistik}}$ 2.482. $T_{\text{statistik}}$ is value greater than t_{table} (1,960). This result means that the training curriculum has a positive and significant impact to the training participants' commitment in the Board of Training in East Java, which means the fourth hypothesis in this study is accepted.

5. Hypothesis Testing 5 (Widyaiswara's competence has a positive effect towards training participants' commitment in the Board of Training in East Java)

The fifth hypothesis testing results indicate that the effect of widyaiswara's competence variable on the training participants' commitment in the Board of Training in East Java shows the path coefficient of 0,299 with $t_{\text{statistik}}$ 3.017. $T_{\text{statistik}}$ value is greater than t_{table} (1,960). This result means that Widyaiswara's competence has a positive and significant impact on the training participants' commitment in the Board of Training in East Java, which means the fifth hypothesis in this study is accepted.

6. Hypothesis Testing 6 (Facilities has a positive effect towards training participants' commitment in the Board of Training in East Java)

The sixth hypothesis testing results indicate that the effect of facilities variable to the training participants' commitment in the Board of Training in East Java shows the path coefficient of 0.106 with $t_{\text{statistik}}$ 1,450. $T_{\text{statistik}}$ value is smaller than t_{table} (1,960). This result means that facilities have a positive and significant impact towards training participants' commitment in the Board of Training in East Java, which means the sixth hypothesis in this study is rejected.

7. Hypothesis Testing 7 (Training participants' satisfaction has a positive effect towards training participants' commitment in the Board of Training in East Java)

The seventh hypothesis testing results indicate that the effect of the training participants' satisfaction variable on training participants' commitment in the Board of Training in East Java shows the path coefficient of 0.318 with $t_{\text{statistik}}$ 2.994. $T_{\text{statistik}}$ value greater than t_{table} (1,960). This result means that the training participants' satisfaction has a positive and significant impact towards training participants' commitment in the Board of Training in East Java, which means that the hypothesis in this study is received.

Discussion:-

The Effect of Curriculum Change on Leadership Training towards Training Participants' satisfaction in the Board of Training in East Java:-

The results show that the curriculum change in leadership training has a positive and significant influence to the training participants' satisfaction in the Board of Training in East Java. It means that when curriculum change is getting better and based on participants' needs of *Diklatpim*, then the level of satisfaction will be high, otherwise the less quality of curriculum change and it is not in accordance with the participants' needs of *Diklatpim*, the level of satisfaction would be lower.

Based on the description analysis shows that the curriculum changes variable in the Board of Training in East Java, which is still considered less appropriate is associated with the statement that the curriculum change of *Diklatpim* is being able to improve the integrity and spirit of the national training participants. According to the participants' perceptions of *Diklatpim*, in order to improve the integrity and the national spirit through the implementation of *Diklatpim* is considered insufficient and it needs for additional authentic materials.

Curriculum change on integrity and nationalism materials, participants were taught the ability to actualize the integrity in managing the implementation of the institutions program through accountability learning, ethics learning and actualization learning. Participants were also taught the ability to actualize the concept of nationalism and the spirit of nationalism in managing the implementation of the institutions program through awareness and nationalism learning. Learning is performed interactively through interactive lectures, discussions, case studies, simulations, watch a short film, field studies and demonstrations.

Curriculum change in the Board of Training in East Java related to the curriculum that gets the highest response was briefing materials concerning to the strategic issues and the capability in contextualizing strategic issues into institution strategy. In the curriculum change of *Diklatpim*, briefing material strategic issues discuss actual issues of strategic which develop at this time in order to deeper the understanding and broaden participants' knowledge about the current situations and problems that is being faced by the sector or regional institution.

Overall, for the curriculum changes variable in the Board of Training in East Java is scored good. This suggests that curriculum changes of *Diklatpim* is based on the training needs and well received by the training participants. For training participants' satisfaction variable in the Board of Training in East Java is got a high score in category or satisfied. This suggests that training participants' satisfaction is high because at the time of *Diklatpim* implementation, participants felt that the training implementation run as expected.

From the description and statistical analysis show a positive correlation between the curriculum changes and training participants' satisfaction, in which more appropriate and better curriculum change implemented at the Board of Training in East Java, has an impact on training participants' high satisfaction. The influence of the curriculum change to the participants' satisfaction is positive and significant.

The relationship between curriculum and training participants' satisfaction become an important thing. The existence of the suitability materials gives the current training in the field of work will give the satisfaction for the training participants. The materials which are obtained through training activities can be used for material development of training participants in order to make change in the organization.

The findings from Almeida, et al (2013), show that the implementation of the curriculum has a positive and significant impact on students' satisfaction. These results indicate that the curriculum in accordance to the working environment become the students' needs after finishing their education. The study from Sudjarwo (2008), show that there is an indirect relationship between the curriculum and job satisfaction. Curriculum constitute an input from the implementation of the training effect on the training performance. It means that the better performance of the training organizers, the participants' satisfaction will increase.

The Effect of Widyaiswara's Competence on Training Participants' Satisfaction in in the Board of Training in East Java:-

The findings of the study indicate that widyaiswara's competence has a positive and significant impact on the training participants' satisfaction in the Board of Training in East Java. It means that the higher the level of widyaiswara's competency on the Board of Training in East Java, the level of training participants' satisfaction of *Diklatpim* is high or satisfied. In the other hand, if the lower the level of widyaiswara's competency in the Board of Training in East Java, the level of training participants' satisfaction is low or dissatisfied.

Based on the description analysis shows that the widyaiswara's competence variable in the Board of Training in East Java is still considered less associated with the statement that widyaiswara in *Diklatpim* is willing to increase their competence. The lack of widyaiswara's competence is related to personal competence. Description analysis shows that widyaiswara's personal competence in order to improve their competency is based on the needs must be evaluated. Widyaiswara must has dynamic personalities in terms of his/her knowledge. Widyaiswara has to continue his/her study and learn more, therefore he/she can increase competence increases his/her competencies as a teacher.

The highest of Widyaiswara's competence according to the training participants' perception in the Board of Training in East Java is widyaiswara must being able to socialize and communicate with training participants. The highest widyaiswara's competence is social competence in which widyaiswara has social attitudes and willing to lead discussions and sharing with training participants.

Overall, for the widyaiswara's competence variable in the Board of Training in East Java is considered in the high category. It means that the Board of Training in East Java has widyaiswara who has a high competency to support the implementation of *Diklatpim*. Meanwhile, for the training participants' satisfaction variable in the Board of Training in East Java is considered in the high category. This suggests that training participants' satisfaction is high because when the leadership training was held, the participants felt that the implementation of *Diklatpim* as they expected.

From the description and statistical analysis shows that there was a harmony between widyaiswara's competences and training participants' satisfaction in the Board of Training in East Java. The relationship between the two variables is positive and significant, therefore it can be concluded that the widyaiswara's competence is one of the factors that influence training participants' satisfaction.

Widyaiswara is one of the most important training component in performing their duties as a professional. In general, the competencies required for widyaiswara are: 1. Learning management competence; the ability to plan, organize, and implement and evaluate the learning. 2. Personality competence; the ability in managing his/her attitude such as implementing his/her duties that could be observed and exemplary for training participants. 3. Social competence; the ability to build a connection with his/her work environment. 4. Competence substantive; the ability in mastering knowledge and skills that she/he taught.

The better level of the widyaiswara's competence, therefore he/she will be better in delivering the materials. When widyaiswara is being mastery in material very well, having good personality, and social competence, the relationship between widyaiswara and training participant would run conductively. The existence of a conducive and harmonious relationship in the training process will lead to training participants' satisfaction.

These findings supports Puspayani's (2013) study, there is a significant difference between widyaiswara's competence towards training participants' satisfaction. It means that a widyaiswara who has a high competence will be able to manage an interesting learning process and can build vice-versa relationship (not monotonous). The teachers' ability in engaging the students actively in learning process will provide satisfaction in learning. Research Firmansyah (2012), indicates that the training instruction competence significantly influence students' satisfaction.

The Effect of Facilities towards Training Participants' Satisfaction Training in the Board of Training in East Java:-

The findings show that the facilities leadership training has a positive and significant impact towards training participants' satisfaction in the Board of Training in East Java. It means that the availability of facilities, such as training facilities will make training participants' satisfaction getting higher, in contrast, if the training does not support the facilities, the satisfaction of training participants are getting lower.

The description analysis shows the availability of facilities variable in the Board of Training in East Java, which is considered less complete according to the function of the facility, is covering a place for worship, and supporting multimedia facilities. The facility such as places for worship in the Training Agency in East Java is still considered less optimally used and needed a special attention from the leader of the Board of Training in East Java in order to use a place for worship optimally in improving the training participants' religiosity. In addition, it needs to add the multimedia classroom. During this day, the Board of Training in East Java has classrooms and laboratories completed multimedia tools, however the fulfillment of multimedia facilities seems less optimally used and utilized.

Facilities are highly rated in use in the Board of Training in East Java related to the development of activities in training process. In the process of learning, there was development and innovation that has always been progressing, therefore training participants do not experience boredom in the learning process. The learning process is not only performed in the Board of Training in East Java, but also it is performed outside the Board of Training in East Java.

Overall, the facilities in the Board of Training in East Java are considered in the level of high category. It means that the facilities support the implementation process of Diklatpim related to training needs. For the training participants' satisfaction in the Board of Training in East Java is in the high level. In means that training participants' satisfaction is high because when the leadership training was held, the participants felt that the implementation of *Diklatpim* as they expected.

From the description and statistical analysis described above show that there is a positive and significant influence between facilities and training participants' satisfaction of in the Board of Training in East Java. The existence of significant influence shows that the infrastructure is one of the factors that influence training participants' satisfaction in the Board of Training East Java Province.

The effectiveness of the learning process is depending on the availability of facilities. The notion of facilities includes: tools and installations field practice / laboratory, teaching equipment such as supporting tools, props, media, and classroom, and so forth. In general, there are still many problems in providing facilities. Training is different from education, the focus of the training is to prepare the participants for mastering a working proficiency related to the problems faced in their duties. The training results could be seen when the trainee immediately back into the workplace. The priority of the materials which are learned is covering *the how* (how to do the job). Therefore, facilities are needed in the training is the facilities as required in the workplace so that people can be trained to practice working in the real situations, and the results can be immediately observed and evaluated.

The completeness of facilities determines the training participants' satisfaction. Training participants who do not obtain the facilities will be disappointed with the implementation of the training, because the training which had been implemented did not following the established standards. The better the existing of the facilities, the training participants' satisfaction will increase.

These findings support the research from Abigail (2011), shows that facilities have a significant impact on the job satisfaction. Furthermore, Abigail's study shows that employees who are granted the facilities as they are expected, they have higher job satisfaction compared to the employees who do not have adequate facilities. The result of Puspayani's (2013) study, there is a significant influence between facilities and satisfaction of learning. The study conducted by Sukandi (2010), shows that campus facilities have a significant effect on students' satisfaction in facing competition. Research from Firmansyah (2012), shows that the facilities have a significant effect on student satisfaction.

The Effect of Curriculum Change in Leadership Training on the Training Participants' Commitment in the Board of Training in East Java:-

The finding shows that the curriculum change in leadership training has a positive and significant influence to the training participants' commitment in the Board of Training in East Java. It means that, when the curriculum change is getting better and meeting the needs of training participants' commitment will be getting higher, in contrast, when the curriculum change in leadership training is not good and does not meet the participants' need, therefore participants' commitment would be getting lower.

From the description analysis on the curriculum change that has been described previously, it shows that curriculum change in the Board of Training in East Java is considered well category. In the other hand, training participants' commitment in the Board of Training Java in East Java has a very high commitment in applying the knowledge obtained during the implementation of the training.

The description and statistical analysis on the curriculum change towards training participants' commitment in the Board of Training in East Java has a positive and significant impact. It means that the curriculum change is one of the factors that affect the participants' commitment in applying the materials that they got from training in his/her institution.

The relationship between curriculum and training participants' commitment is emphasized on the realistic facts in the field, such as: the curriculum for training is adequate or support the organization duty where the training participants' working place will affect the training participants' commitment in applying the training material related to the vision and mission of the institution where she/he worked. The compatibility between the curriculum and the needs of the organization will make a strong commitment for employees in applying the knowledge and training experience in his/her life.

Basically, the training curriculum is designed in order to be guided and implemented during the training process, therefore training activities can be performed effectively and efficiently and produced outputs who are match with the objectives that have been set. Curriculum is a form of accountability of an educational process that must be implemented. In the Board Training in East Java has developed a curriculum in such a way that related to training for the training participants, especially leadership training. There is a compatibility between the curriculum and the organization's needs, therefore training participants' commitment in practicing and applying the training result is expected will be getting greater.

These findings support the research of Harsono (2009), the results of the study show that the training gives a positive and significant effect on organizational commitment. It means that the material and curriculum provided during the implementation of training provide a significant and positive effect on employees' commitment in the organization.

The Effect of Widyaiswara's Competence on Training Participants' Commitment in the Board of Training in East Java:-

These findings indicate that the widyaiswara's competence as a positive and significant impact towards training participants' commitment in the Board of Training in East Java. It means that the higher the level of widyaiswara's competence, the training participants' commitment is also higher, in contrast, if level of widyaiswara's competency is getting lower, the training participants' commitment is also getting lower.

Based on description analysis indicates that the widyaiswara's competence variable in the Board of Training in East Java is considered in the level of high category. In the other hand, the training participants' commitment in the

Board of Training in East Java has a very high commitment in applying the knowledge which is obtained during the training.

From the description and statistical analysis shows that the widyaiswara's competence on the training participants' commitment have a positive and significant impact. These results indicate that the widyaiswara's competence is one of the factors that will determine the level of training participants' commitment in applying the training material in the institution where she/he worked.

The relationship between Widyaiswara and training participants' commitment is emphasized on the realistic fact in the field, such as: widyaiswara plays an important role in the training process from beginning to the end. Widyaiswara must have at least four competences, there are: pedagogical competence, personal competence, professional competence and social competence. If the level of widyaiswara's competence is getting higher, then transfer of knowledge to the training participants will be going well and in line with the expectations. There are also the mindset changes of the training participants' successfully performed by widyaiswara, and could increase the training participants' commitment in applying the training materials in the institution where she/he worked.

In the process of train civil servants, widyaiswara is also as a facilitator to help the participants in determining specific instructional objectives. Besides, widyaiswara has a role a source of learning and decision maker concerning to the ways to learning in which match with delivered materials that will attract the training participants' attention and motivate them to learn and commit for applying the knowledge and experience during the training.

This findings support the research of Fadli, et al (2012), state that competence is an ability that is based on the knowledge, abilities, skills, or personalities of the individual that affect performance, therefore the competence can determine individual's capability for the institution. Commitment becomes an essential factor for an organization in order to create an organization's survival. Commitment in general, can be interpreted as employees' engagement in organization where they worked.

The organization always want to achieve the goals without much facing the problems, however there are major obstacles which may arise primarily from employees, such as low employees' commitment for working within the time period in which specified by the organization. These findings indicate that employees' competence has a positive effect on working commitment. This proves that there is a significant relationship between employees' competence and working commitment, therefore competences are strong enough to influence employees' working commitment.

The Effect of Facilities towards Training Participants' Commitment in the Board of Training in East Java:-

The results show that facilities in leadership training have no effect towards training participants in the Board of Training in East Java. It means that whether or not the facilities provided during the leadership training, it does not give an effect on the training participants' commitment.

Based on the description analysis shows that the facilities in the Board of Training in East Java is considered well. This shows that the facilities can support the leadership training process in which match with the needs of the *Diklatpim*. In the other hand, the training participants' commitment in the Board of Training in East Java has a very high commitment for applying the knowledge obtained during the training.

From the description and statistical analysis show that there was no relationship between facility and training participants' commitment. This suggests that training facility affects only the training participants' satisfaction, however not affect the training participants' commitment. The lack of influence of the facility on the training participants' commitment is mainly caused by when the training participants completed the training activities, the training participants' duties and responsibilities are applying and actualizing the training materials to the institution where they worked. Applying and actualizing training materials on their institution constitute training participants' commitment to make changes in accordance with programs that were set during the training. The training participants' commitment in implementing the program changes in their institution where they worked is not affected by the facilities, but it is more affected by the facilities in the institution where they worked.

The Effect of Training Participants' Satisfaction on the Training Participants' Commitment in the Board of Training in East Java:-

The results show that training participants' satisfaction has a positive and significant impact to the training participants' commitment in the Board of Training in East Java. It means that if the level training participants' satisfaction is getting higher, then the training participants' commitment is also getting higher. In the other hand, if the level of training participants' satisfaction is getting lower, then the training participants' commitment is also getting lower.

From the description analysis indicates that the training participants' satisfaction variable in the Board of Training in East Java is considered lacking based on the widyaiswara's competence in understanding the strategic issues which is experienced by the training participants in their institution as the basis for preparing individual's working papers and they are less satisfied with the existing facilities. Training participants considered that satisfaction to the widyaiswara's competence in delivering strategic issues according to the conditions of employment agencies is insufficient for help them in the preparation of training participants' working papers. This condition must be understood that not all widuyaiswara understand the institution where the training participants worked better, widyaiswara is technically only provide a guidance in the preparation of strategic issues in the working paper but in practice, widyaiswara also has limited knowledge on the object in which under training participants' study.

Training participants' satisfaction is still low also affected by the functioning of the existing facility in the Board of Training Agency in East Java. There are not all of existing facilities in the Board of Training Agency in East Java can be used by the training participants. This condition is influenced by several factors, one of them are the facilities are old and need for renewal.

Training participants' satisfaction that successfully satisfy the Board of Training in East Java province is related to the results of the evaluation / assessment on training participants during the leadership laboratory seminar. Training participants are required to make the project of working program as the form of working system changes for the progress of the institution, the working program project would be presenting in a seminar and being evaluated by some academic experts. When the working program project passed, then the training participants' satisfaction will reach a climax and they are very satisfied that they has been able to compile the program changes project for their institution.

For the description analysis on training participants' commitent in the Board of Training in East Java, it shows that the lowest commitment is relating to the commitment in working in the institution now until retirement. Training participants generally do not have a commitment to work in the institution until their retirement, it is due to the condition that the they have a desire to move to the other institution in order to avoid saturation in the work.

Training participants' commitment which is considered in the highest level in the Board of Training in East Java is related to the commitment in actualizing themselves for the progress of institutions and they will feel guilt and sin if they are not capable of running the results of training in order to increase organizational performance. A sense of high responsibility and morality owned by training participants make their commitment is also high.

Based on the description analysis in which described earlier, it can be concluded that for the training participants' satisfaction in the Board of Training in East Java is considered in the high category. This suggests that training participants' satisfaction is high because the implementation of the training as they expected. Moreover, the training participants' commitment in the Board of Training in East Java has a very high commitment in applying the knowledge obtained during the training.

Based on the description and statistical analysis show that there are a unidirectional relationship between training participants' satisfaction with the commitment. When training participants' satisfaction is getting higher, then training participants' commitment in applying and actualizing the training materials in the institution where they work is also getting higher or stronger.

Satisfaction for the training participants is feeling happy in following the training activities from start to finish and they satisfy when understanding the materials and achieving learning outcomes. Training participants' satisfaction is something individual. Each individual has a different level of satisfaction according to the system value that applies to him/her. The higher of the value and activities as individual's expectation, the level of satisfaction is getting

higher. In general, the training participants' satisfaction can be interpreted as being pleasant or unpleasant when they look on training outcomes. Satisfaction will arise when individual needs are met, but if it is not met his/her needs and expectations, it will lead to dissatisfied.

The training participants' satisfaction will affect the training participants' commitment. Training participants who have a high level of satisfaction, usually they achieved the training results very well. It means that the training participants' satisfaction of will have an effect on the training results. If the materials can be absorbed by the participant, then participant's commitment in applying the training results is also getting bigger. Training participants' satisfaction towards the training implementation in which correlated to the training participants' commitment in applying the knowledge in the institution where she worked.

This finding supports the study from Kristianto D, Suharnomo Ratnawati Diamond (2012), They examined concerning to the job satisfaction on the employees' commitment and performance. The findings indicate that job satisfaction has a positive and significant effect on organizational commitment. In addition, job satisfaction also has a positive and significant effect on employees' performance variable. Moreover, organizational commitment could operate as an intervening variable in the relationship between job satisfaction and employees' performance. The study from Boles J, Ramana M, Brian R dan John AW (2007) explores the relationship between job satisfaction and commitment. The findings indicate that job satisfaction has a strong relationship to the commitment. The study from Parwita (2013), examined the problems concerning to the job satisfaction, commitment and lecturers' discipline. The findings indicate that job satisfaction affects organizational commitment, and organizational commitment affecting discipline.

The study of Kanwar Y.P.S, A.K. Deo Singh and Amitabh Kodwani (2012), which conducted a study concerning to "A Study of Job Satisfaction, Organizational Commitment and Turnover Intent Among the IT and ITES Sector Employees". The findings indicate that job satisfaction has an effect and add the value of employees' commitment. The study from Ming and Chung (2007), explores the relationship between work environment, job satisfaction and commitment. The findings indicate that there is a work environment influence on job satisfaction. Second, the findings show that there is an effect on the working environment and commitment and there is an effect on the job satisfaction and commitment. The study from Rageb MA, Eman Mohamed Abd-El-Salam, Ahmed and Shaimaa El-Samadicy Farid (2013), from the finding can be concluded that satisfaction has a positive effect on the commitment.

New Findings of the Study:-

There are some findings of the study that found, the are:-

The first finding of the study indicates that the relationship or effect between curriculum change and training participants' commitment is significant. In addition, training participants' satisfaction also has a function as a mediator variable between curriculum change to the training participants' commitment. It means that in order to enhance the training participants' commitment, it can be performed by the mediator of training participants' satisfaction.

The second finding of the study indicates that the relationship or effect between the effect of widyaiswara's competence on the training participants' commitment and satisfaction is significant. In addition, training participants' satisfaction also has a function as a mediator variable between the widyaiswara's competence and training participants' commitment. It means that in order to enhance the training participants' commitment, it can be performed by the mediator of training participants' satisfaction.

The third finding of the study indicates that the relationship or effect between the facility on the training participants' commitment is not significant and the training participants' satisfaction also has a function as a mediator variable between facility and training participants' commitment. It means that in order to enhance the training participants' commitment, it can be performed by the mediator of training participants' satisfaction.

Conclusions:-

Based on the analysis and discussion in the previous chapter, it can be concluded as follows:

1. Curriculum change in leadership training has a positive and significant effect towards training participants' commitment in the Board of Training in East Java. It means that when the curriculum change is getting better and meet the participants' needs, then training participants' satisfaction will be high. In the contrary, if the

curriculum change has a bad quality and not meet the participants' needs, then training participants' satisfaction would be low.

2. Widyaiswara's competence has a positive and significant impact to the training participants' satisfaction in the Board of Training in East Java. It means that if the level of widyaiswara's competence in the Board of Training in East Java is getting higher, then the level of training participants' satisfaction is also getting higher or satisfied. In the contrary, if the level of widyaiswara's competence is getting lower, then the level of training participants' satisfaction is also getting lower or dissatisfied.
3. Leadership training facilities have a positive and significant influence towards training participants' satisfaction in the Board of Training in East Java. It means that if the availability of the training facilities can be completed, then training participants' satisfaction is also getting higher. In the contrary, if the training facilities do not support the training, then training participants' satisfaction is also getting lower.
4. The curriculum change in leadership training has a positive and significant influence towards training participants' commitment in the Board of Training in East Java. It means that if the curriculum change is getting better and meet the participants' needs, then training participants' commitment will be getting higher. In contrast, if the curriculum change has a bad quality and not meet the participants' needs, then training participants' commitment would be low.
5. Widyaiswara's competence has a positive and significant impact towards training participants' commitment in the Board of Training in East Java. It means that if the level of widyaiswara's competence in the Board of Training in East Java is getting higher, then the level of training participants' commitment is also getting higher. In the contrary, if the level of widyaiswara's competence is getting lower, then the level of training participants' commitment is also getting lower.
6. Leadership training facilities have no positive and significant influence towards training participants' commitment in the Board of Training in East Java. It means that good or bad the availability of the training facilities; it does not affect training participants' commitment.
7. Training participants' satisfaction has a positive and significant impact towards training participants' commitment in the Board of Training in East Java. It means that if the level of training participants' satisfaction is getting higher, then the training participants' commitment is also getting higher. In the contrary, if the level of training participants' satisfaction is getting lower, then the training participants' commitment is also getting lower.

Suggestions:-

By taking the essence of these conclusions, the implementation of new pattern leadership training through Perka LAN RI numbers 11,12 and 13 in 2013 is having a positive effect on training participants' commitment in applying the training results in which obtained during the training. Particularly in order to bring high-performing organization, then the author can give suggestions based on the results of this study, there are:

1. In order to increase training participants' satisfaction on the implementation of the New Pattern Leadership Training, as set in Perka LAN No. 11,12 and 13 in 2013, the Board of Training in East Java must pay attention to these three aspects, they are:
2. The curriculum aspect, curriculum aspect is emphasized on the materials development in which match with the development of current issues that exist in the institution of each participant. Due to it concerns to the extent of which the curriculum materials help participants in formulating and determining the strategic issues of the institution, designing the innovation for problems solving issues and efforts to implement the problems solving issue in the institution, in which it is needed to improve the institutions performance.
3. Widyaiswara's competence aspect, this aspect is emphasized on the efforts Training Agency of East Java Province to develop and improve the widyaiswara's competence through technical guidance related to New Pattern leadership training. In addition, create the opportunities for Widyaiswara to know more about practical experience of governance and the region development, hopefully when widyaiswara knows more about current strategic issues in which develop in the area, then it would be expedite the process of participants' coaching and consultation in completing the tasks from the training.
4. Facilities aspects, although this aspect from the analysis results has no significant effect on training participants' commitment, however the fulfillment of facilities significantly influence the training participants' satisfaction. The fulfillment of facilities greatly affect training participants' satisfaction related to the tasks from training that is designing the change project, especially, in the aspect of the fulfillment of media and information technology in the classroom in order to build a network of information with the institutions and stakeholders who support the completion of project change.

5. In order to increase the training participants' commitment after the implementation of New Patterns Leadership Training, which is being the standard of training success of, the Board of Training in East Java needs to pay attention to several matters related to the mechanism of monitoring and evaluation of the training participants' performance in the workplace. Therefore, the continuity and consistency of the participants on organizational commitment can be monitored periodically.

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