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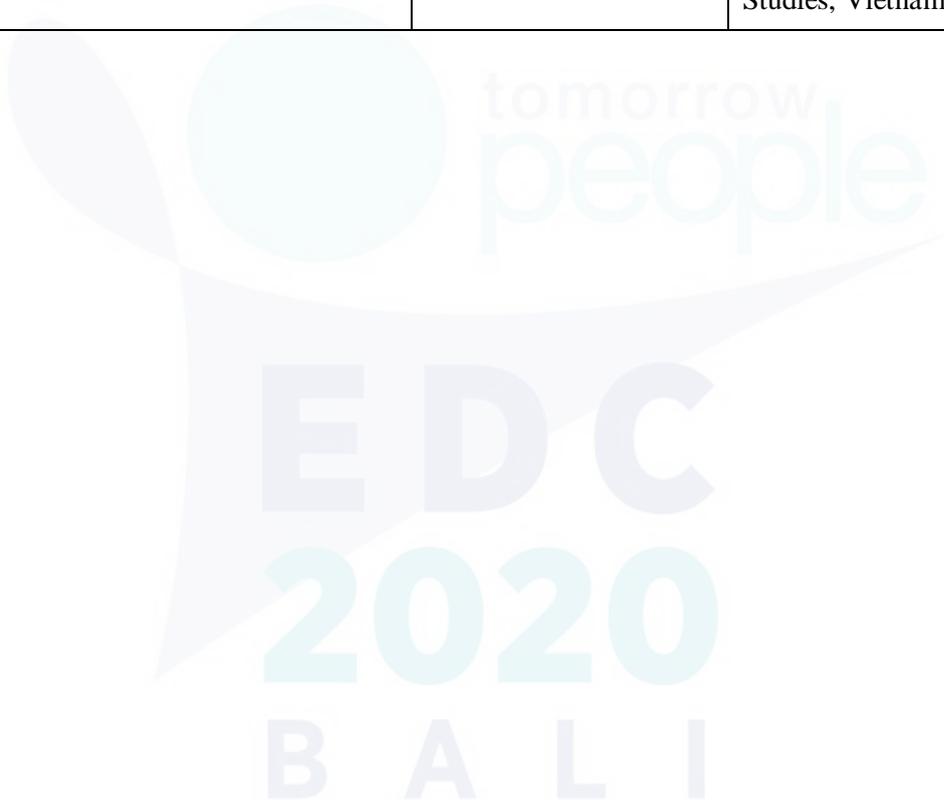
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**Benefits of Community Leader Program (CLP) Training
For Improving Social Entrepreneurship
of Civil Society Organizations (CSOs)**

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ABSTRACT

Complementing the limitations of the government in meeting the needs and demands of society, it arises and develops in the midst of society, various civil society organizations (CSOs). Their existence and progress in providing public services and helping solution of community problems is very strategic. To support the organization and program of activities, they need funding. But on their journey, they encountered a budget shortage and reduced funding support from donors, especially foreign financial aid institutions. Overcoming this, the NAMA Foundation, through the NICE Foundation as the executor in Indonesia, does not merely provide financial support, but instead channels its assistance in the form of training programs for civil society organizations (CSOs) so as to build the independence and sustainability of the organization and its programs. One of them, in 2019, is a Community Leader Program Ttraining program for developing social entrepreneurship for 10 (ten) community social organizations (CSOs) in the provinces of DKI Jakarta, West Java and Banten. This research is an evaluation of the training program conducted by NICE Foundation Indonesia by using the Kirkpatrick 4 level training program evaluation model.

KEYWORDS: Civil Society Organizations (CSOs), Community Leader Program (CLP) Training, NAMA Foundation, Kirkpatrick 4 Level Evaluation Model

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1 INTRODUCTION

The needs and demands of the society for services from the government are vast and very varied, whereas on one hand, the government has limitations to meet all these needs and demands [1]. This situation gave birth to the participation of civil society organizations (CSOs) in providing services to the community [2]. In Indonesian context, the number of these civil society organizations has doubled in the Reformation era, even triple now compared to the number that existed during the New Order era. The activities of civil society organizations in various activities are really needed by the community [3], such as handling orphans, helping to overcome disasters, teaching knowledge and skills for people who have no formal education, finding foster parents for school-age children who have no education costs, train volunteers to become leaders who are capable of driving development and empowerment in the midst of society, and so on.

In carrying out its organization and program activities, civil society organizations (CSOs) need funding support. In the beginning, most of them relied on funding obtained from donations, both individuals from community members who had excess money, fundraising from private companies in the form of CSR, and financial assistance from donor agencies from abroad. However, in its development to ensure their continuity in helping and facilitating the society, these civil society organizations (CSOs) can no longer rely solely on donations, let alone foreign aid funds. This is partly due to the lack of supporting institutions that can distribute funds to local community organizations. Flexible foreign funding sourced from international funds that are all available to CSOs to carry out their actions independently, now increasingly difficult to obtain [4] [5]

Responding to these obstacles and challenges, NAMA Foundation as one of the international CSOs provides support to foundations, associations, and communities engaged in social, education, humanitarian and religious preaching in Indonesia in the form of social entrepreneurship training called the Community Leader Program (CLP). The purpose of this training is to prepare local civil society organization (CSOs) personnel to gain knowledge and skills and have the ability to use the strategies, methods, and techniques of the training provided to develop their social entrepreneurship. Expected outputs are civil society organizations that are trained to take the initiative to pioneer, create, and even develop productive economic businesses intended to support their serving and empowering activities of the society.

2 RESEARCH METHODS

This study used a qualitative-exploratory approach in the format of evaluation of Community Leader Program (CLP) training organized by NICE Foundation as the implementer of NAMA Foundation program in Indonesia from October to December 2019. CLP training is given to 10 (ten) civil society organizations in DKI Jakarta, West Java and Banten provinces as the first phase of the pilot program within 5 (five) years period. Data was collected through interviews with trainees and trainers, direct observation, documentation and questionnaire during and after the training. The evaluation of the study used 4 (four) levels of Kirkpatrick evaluation model.

3 DISCUSSION AND ANALYSIS

Evaluation research on CLP was using Kirkpatrick's Four-Level Training Evaluation [6], which consists of levels 1-4. There are 4 (four) levels that show the sequence of ways to

evaluate the program. Each level is important and has an impact on the next level. From one level to the next, the process becomes more difficult and requires time, but also provides more valuable information. Level 1 (reaction) is an evaluation that measures how the reactions of the participants involved in the training are usually expressed in terms of participant satisfaction. The second level is learning, which is the extent to which participants change their attitudes, improvise knowledge, and/or improve their skills as a result of attending a training program. The third level is behavior; knowing the extent to which behavior change has occurred due to trainees participating in training programs. And finally, level 4 (results), which is the final result that occurs because trainee participate in the training program.

3.1 Level 1 Evaluation (Reaction)

Evaluation at level 1 is measuring the reaction to the training followed in the form of participant satisfaction. Their level of satisfaction is shown in the picture below:



Figure 1 : Level 1 Evaluation: Suitability of Training with Organizational Needs

Figure 1 shows that the reaction of participants to the training that was held was very positive. This is proven by their answers, in general, stating that the training provided by NICE Foundation answers the needs of the participants' organizations, with 59% answering strongly agree and 41% answering agree. The response that training received meets the needs of their organization, which includes the content of the training material. Some view that CLP training is eye-opening, adding information, opening the mindset, training in seeing opportunities and introducing many traits and characters that drive or hinder performance in their organizations.

In the second phase of CLP training, participants received training materials on Brainstorming Pattern, Hearing Model, Stakeholder Analysis, Prototype, LFA, Value Proposition, analysis, and problem-solving, which were considered very important to them. In this second phase of training, the participants were more inspired by the existence of business planning materials in organizations where this material had never been obtained before. The reaction of the participants to the training even reached 100%, that the training answered the organization's needs. Based on interviews with participants, this CLP training teaches participants how to solve problems, build leadership insight and skills, even further encouraging social institutions to be supported into profit getting institutions to develop and contribute to all. In addition to increasing knowledge and insights about NGOs, this training also obtained methods or tools to solve problems and achieve organizational goals and objectives and build ideal leadership criteria.

The narrative comments delivered by the participants as mentioned above are the participants' positive reactions to the training, which reinforces that the training can be seen as effective and can be continued. Although participant recognition is still articulated verbally (level 1) and in the form of knowledge (cognitive), it has led to level 2 (learning) in Kirkpatrick's model. This means that theoretically, by increasing the knowledge and skills that have been obtained, it can deliver participants to be motivated to learn again and develop their ability to solve problems, especially in their organizations. Behavior change (level 3), of course, has not yet been seen and can be seen considering that they are still in the first stage following this CLP training activity.

The training also fulfills expectations of what participants want with their statements, strongly agree by 50% and agree by 50% as shown in figure 2 below:

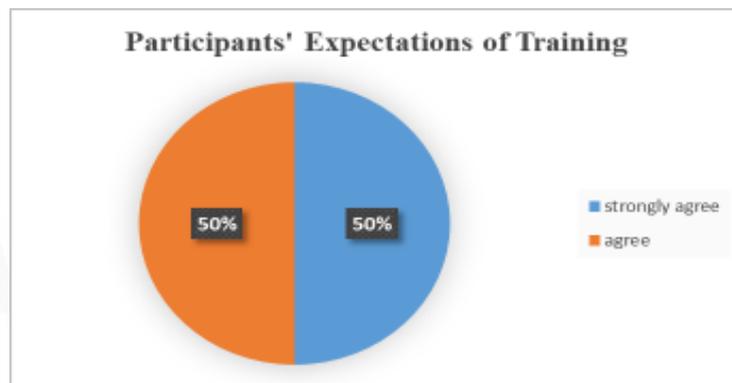


Figure 2 : Expectations of Participants Towards CLP Training, Phase 1

The positive reaction shown by the participants with the high expectations of CLP training given to them can encourage the desire and willingness of the participants to learn at a later stage. The first stage of CLP training also motivates participants to take part in stage 2 CLP training.



Figure 3 : Expectations of Participants Towards CLP Training, Phase 2

The figure above informs that participants who expressed great satisfaction with their expectations of training experienced an increase from 50% in CLP training, phase 1, to 83% in CLP training, phase 2. This indication shows the strengthening of participants' positive perceptions of the training given to them. The high expectations they expressed for the training that they participated in will make them more comfortable and open to participate in

each stage of the training material presented. This will be a positive stimulation for them to take level 2, namely learning.

In Figure 4 below, we look at the effectiveness of CLP training in terms of management training that has been designed by the training manager. The success of a training implementation cannot be separated from the factors that support it such as dishes served to participants, training venues, supporting equipment; both the main equipment such as in-focus, whiteboard, flip chart board, to additional equipment in the form of teaching aids and stationery, as well as the services of the committee as the organizer of the training. The average reaction of participants to the presentation from the management side gave an assessment above 60%, which is in the range of 70% -80%.

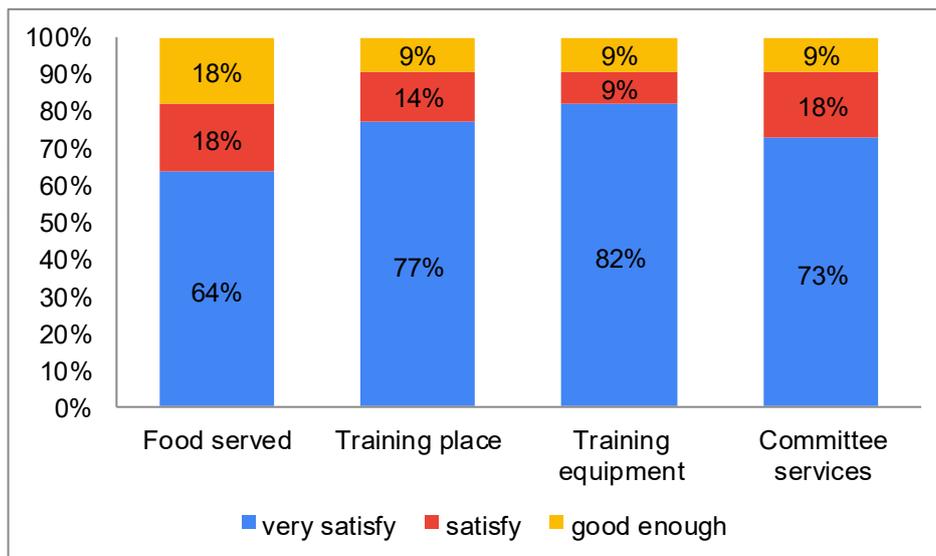


Figure 4 : Evaluation of Participants in Management Training Presentations

The venue used for training uses air conditioning, tables and chairs are available for learning, adequate lighting and space for a maximum of 40 participants, is assumed it can create a comfortable and quiet atmosphere and conditions. Although the training center was located in the middle of the city, the room was soundproofed from various city noise so that the training can run well and be protected from noise disturbances from outside the building (based on direct observation of researchers when visiting the training site). A comfortable atmosphere and calm conditions are needed by the participants during the training in a certain period of time.

There is an expression, that the material is important, but there is even more important is the method for teaching (training) that is the material (content). The method is important, but there is even more important that is the teaching actor (trainer if in the training activities). In terms of evaluating training, one of the main and important components of the training is the trainer component. Therefore Kirkpatrick [6] himself mentioned one of the actors that must be considered when planning and implementing an effective training is selecting and determining the instructor (trainer). This means that the effectiveness of a training is determined by the performance of the trainer. The success of the training cannot be separated from the success of the trainer in providing training to the trainees. There are several criteria for assessing the trainer's performance including the knowledge of the subject taught by the trainer, the desire in training, the ability to communicate and the skills to get the trainees to participate [6].

The CLP trainees gave a very satisfactory rating of 55% and a satisfactory rate of 45%. In addition to the criteria above, it has become an indicator of the trainer's performance items in the evaluation instruments that have been prepared by the NICE Foundation training management team and also by the research team including, how the trainer explains the material and how the trainer facilitates the training participants' activities. CLP trainees reacted to the way the trainer explained the training material, 36% stated that it was very satisfying in the sense of being easily understood, satisfying in the sense of being easily understood by 59% and those answering were difficult to understand by 5% as shown in Figure 5 below :

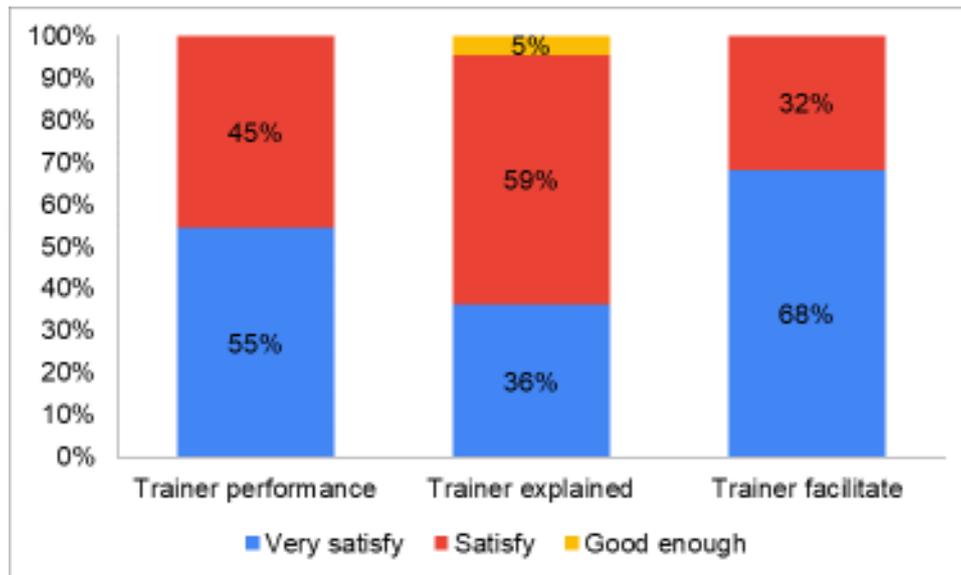


Figure 5 : Participant's Evaluation of Training From the Trainer Side

One of the trainer's criteria that was assessed by the participants during the CLP training was the way the trainer explained the material. In the sense of how when giving an explanation of the material presented to the trainees was easily understood. The ease felt by the trainees in understanding the material presented by the trainer will greatly assist participants in absorbing the knowledge gained in the training, making it easy for participants to understand the material itself, so that motivates and encourages participants to follow the entire material given during the training. Positive reactions from the participants because it was easy to understand the exposure of the material from the trainers can stimulate them to continue learning activities and even attracted their attention to be willing to accept the material (acceptability level) and liked the training material that was followed in the next period if they received more training.

The easy explanation of the trainer's material to be understood by the trainees is an indicator of communication skill that must be possessed by every speaker or trainer. The ability to be value added from a coach. This ability besides being supported by communication skills from the nature of the trainer is also obtained from the learning process (nurture) which goes through long hours of flying. Therefore training is not merely an activity that can be seen from the side of science but it is also an art, namely the art of training [7]. When a trainer is able to combine training as a science and art, this will make the training provided interesting, fun, meaningful and impactful.

The participant's assessment to the trainer is also based on how the trainer facilitated the participants during the training. Based on direct observation from the research team at the training venue and documentation, the trainer starts the training activities by making a

learning contract between the trainer and all participants. In making agreements in the learning contract, this is done between the trainer and participants by exchanging ideas or sharing suggestions and advices. The result of the agreement was made into a joint rule that must be obeyed and implemented by all participants during the training. If there is a violation of the learning contract that has been mutually agreed upon, then the participant is given a penalty of singing or recitation. This activity shows the existence of an art approach in carrying out training. Interrupted by each session accompanied by a fun game. The first time face-to-face meeting between the trainer and participants was emphasized by the trainer that this training used a facilitation approach. That is an approach which is not carried out only one-way communication from the coach's side but every participant has the same opportunity to express their opinions. Space is opened for each participant to take the initiative without having to wait before the trainer.

After the learning contract, the training begins with a little ice breaking to provoke the participants' interest in participating in the training. After the ice breaking, the activity continued with a little introduction about the training material contained in the training module that was distributed by the management of the training to all participants without exception. Then proceed with brainstorming among participants facilitated by the trainer regarding the concepts contained in the material that need to be known and understood together. The concepts conveyed and discussed together in the initial sessions include what was meant by the third sector organization and the ins and outs associated with it. The concepts raised for discussion are examined in advance by each group. Each group discuss and write down their opinions. After everything was written down, each group was asked by the facilitator to present the results of their group discussion in front of the class before the other participants. After all groups present their views by means of presentations, the facilitator then tries to draw conclusions after making conceptual confirmations from the participants themselves.

The plenary discussion facilitated by the trainer invited the participants to identify the profiles and characteristics of civil society organizations (CSOs) from the ten foundations participating in this CLP training. Followed by recognizing the purpose of the foundation, the orientation of the foundation and the problems faced by each foundation. From this side the facilitation carried out by the trainer is to use a problem-based learning (PBL) approach. Namely learning that involves all trainees to find the problems they face and discuss roughly what solutions they have to do. A deep pattern of knowledge and experiences sharing is applied between each group and among all training participants.

Facilitation was also carried out by the trainer through a reflective approach. Where each participant gets the opportunity to personalize himself with a certain metaphor that will later be learned from the illustrations. The lesson to be explored was to recognize ourselves with all our strengths and weaknesses, obstacles and challenges faced. How do we take a picture of ourselves from our own inner view and look in the mirror from what other people think of us? It was expected that participants reflect on their past experiences to look to the future, where their position was and what needs to be achieved. This material teaches the importance for someone to travel and find a turning point to trigger and spur to dare to make changes. This material instills the importance of changing everyone's mindset for the better.

For mastering the material, simulation techniques and role play were also used by the training participants. After carrying out the simulation and role playing, each participant was asked by the trainer as the facilitator to explain to the other participants. Alternately each participant to explain the function of the role played. This approach was a form of the art of training that creates a comfortable and pleasant atmosphere but there was a process of internalizing ideas for each participant.

3.2 Level 2 Evaluation (Learning)

Based on the Kirkpatrick's 4 level evaluation model, to find out the level 2 evaluation (learning), the researcher has compiled a research question that will answer the outputs of the implemented training program, which includes indicators, (1) increasing knowledge after attending the training, (2) increasing understanding of social entrepreneurship, (3) improving understanding of social entrepreneurship issues, and (4) upgrading understanding of social entrepreneurship management. In terms of indicators (1), participants stated strongly agree that there was an increase in knowledge after completing the CLP training (from the research team questionnaire), strengthened by the research team's interview with the participants, who stated that they gained knowledge from the training held by the NICE Foundation, especially tools that teach the structured and systematic concepts and techniques are very helpful in mapping, diagnosing and analyzing problems, developing social projects, prototypes, and business models.

An increase from the level of knowledge to the level of understanding (level of comprehension) according to Bloom's Taxonomy [8] shows an increase in one level of thinking ability from the previous level. To explore the extent to which participants' understanding has been carried out by giving them an opportunity to present the material in front of the class in front of the other participants, then after the presentation, the trainer and other participants can do the questions and answers, give responses, ask for confirmation and so on. This CLP training can be said to be effective if there is increased knowledge, understanding and increased skills. Actually the evaluation of level 1 training (reaction) if it has been realized by the participants in the form of a positive reaction, can be directed to the evaluation of level 2 training programs (learning), then the positive reaction of participants in the form of attention, concern, enthusiasm, interest, their involvement in each stage in the training process that is followed will be able to stimulate to level 2 (learning) in the form of a desire and willingness to learn further and so on. Many factors affect the learning process of participants after the training, namely motivation, attention, perception, memory, forgetfulness, retention and transfer. Factors outside the participants who participated in the training (learning) include learning objectives, rewards and punishments, giving feedback and so on.

3.3 Level 3 Evaluation (Behavior)

To find out the evaluation of level 3 training program in the form of behavior, is to answer what the impact of Community Leader Program (CLP) training is for CSOs (foundations) who were beneficiaries. This research question includes several question indicators, namely (1) changes in behavioral change to be more active in socializing social entrepreneurship, (2) behavior change to be more consistent in acting towards social entrepreneurship (3) Increased creativity in the implementation of social entrepreneurship, (4) Increased responsibility in implementation of social entrepreneurship.

To make change happen, according to Kirkpatrick at least four conditions are needed: one must have a desire to change, the individual must know what he wants to do and how to do it, he must work in the right climate, and finally, one must be given appreciation for the changes he made [6]. The training program can achieve the first two requirements by creating a positive attitude towards the desired change and by teaching the needed knowledge and skills. The third condition, the right climate, refers to the direct supervisors of the participants.

Actually for the evaluation of level 3 (behavior) training, which is checking whether there are changes in behavior produced by CLP training activities conducted after participants complete the entire set of training activities, it is not yet fully known without carrying out the advanced stages after the training as a broader concept and design that is intervention. In the concept and design of organizational and community intervention includes socialization, training, development, assistance, system development and so on. In this intervention concept, training is only one form of intervention. Although the change in behavior of the trainees cannot be seen directly after the training activities, except by conducting visitations, direct observations, actively involved, living together with facilitated civil society organizations (CSOs) and so on, but behavior changes will occur if someone has a way views and a strong desire to change, realize why it must change and what consequences will be experienced if it does not change, the individual knows what he must do and how to do it, supported by a conducive climate for changes in behavior he does and so forth.

3.4 Level 4 Evaluation (Results)

To know the evaluation of level 4 training program (results), is to answer the results (both in the form of outputs and impacts) Community Leader Program (CLP) training using indicators as follows: (1) improvement of social entrepreneurship skills (2) improvement in ability to find solutions from every problem faced by individuals in the organization, (3) increase of ability to find solutions to every problem faced by the organization, (4) increasing ability in developing social entrepreneurship in the organization, (5) upgrade of ability to deal with environmental changes originating from in organizations, (6) the benefits of applying social entrepreneurship training materials to participant performance, and (7) the benefits of applying social entrepreneurship training materials to organizational performance.

If the desired results in the form of increased knowledge, advanced understanding and skills of trainees from participating in CLP training have been stated by all participants at the end of the training based on information from a questionnaire that has been distributed by the training management, the training team and the research team. The results in the form of CLP training output can be mentioned as follows:

- gaining knowledge from the experience of other institutions and from practitioners
- building a new mindset for managing the institution
- obtaining networks among similar institutions
- applied science for institution development
- getting tools to map problems, analyze and solve them
- adding insight and motivation to the development of the foundation
- increasing the knowledge and capacity as an organization
- skills in managing institutions

Reviewed from the results of the positive impact of the training program can be delivered here include:

- as the manager of the foundation increasingly understand what is appropriate and what needs to be improved in the organization
- institutions become more serious in managing their goals and work processes in organizing more arranged
- getting a lot of input for foundation training product development so that it can more easily do marketing and programs sales
- marketing techniques for organizational products in the form of services or training modules from the foundation

With the results of the Community Leader Program (CLP) training organized by the NICE Foundation in the form of outputs and impacts, using the evaluation formula 4 (four) levels of Kirkpatrick [6] can It was said that this training program was effective and could provide benefits for CSOs who took part in the training.

4 CONCLUSIONS AND RECOMMENDATIONS

The goals/targets of the Community Leader Program (CLP) training program facilitated by the NICE Foundation is generally achieved according to the plan and get a positive reaction from the training participants even though the level of response varies from very good, good and quite good. The outputs of this program is new knowledge and skills for participants especially mapping and problem solving tools, stakeholder analysis, prototypes and business plans for pioneering business units and marketable and valuable product enhancements, Training impact is cognitive insight, new perspectives, motivation and enthusiasm to improve and develop social entrepreneurship-based CSOs, and the courage to start economic businesses for social activities and create and market creative products from CSOs to the public.

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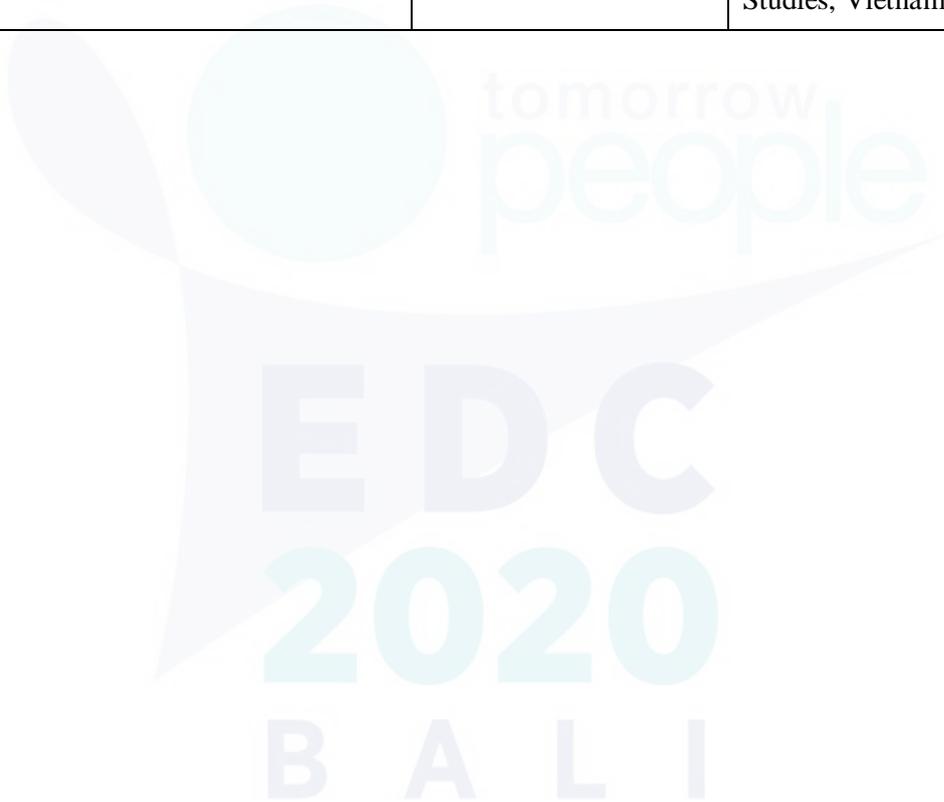
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1 **Benefits of Community Leader Program (CLP) Training
For Improving Social Entrepreneurship
of Civil Society Organizations (CSOs)**

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ABSTRACT

1 Complementing the limitations of the government in meeting the needs and demands of society, it arises and develops in the midst of society, various civil society organizations (CSOs). Their existence and progress in providing public services and helping solution of community problems is very strategic. To support the organization and program of activities, they need funding. But on their journey, they encountered a budget shortage and reduced funding support from donors, especially foreign financial aid institutions. Overcoming this, the NAMA Foundation, through the NICE Foundation as the executor in Indonesia, does not merely provide financial support, but instead channels its assistance in the form of training programs for civil society organizations (CSOs) so as to build the independence and sustainability of the organization and its programs. One of them, in 2019, is a Community Leader Program Ttraining program for developing social entrepreneurship for 10 (ten) community social organizations (CSOs) in the provinces of DKI Jakarta, West Java and Banten. This research is an evaluation of the training program conducted by NICE Foundation Indonesia by using the Kirkpatrick 4 level training program evaluation model.

KEYWORDS: Civil Society Organizations (CSOs), Community Leader Program (CLP) Training, NAMA Foundation, Kirkpatrick 4 Level Evaluation Model

1 INTRODUCTION

The needs and demands of the society for services from the government are vast and very varied, whereas on one hand, the government has limitations to meet all these needs and demands [1]. This situation gave birth to the participation of civil society organizations (CSOs) in providing services to the community [2]. In Indonesian context, the number of these civil society organizations has doubled in the Reformation era, even triple now compared to the number that existed during the New Order era. The activities of civil society organizations in various activities are really needed by the community [3], such as handling orphans, helping to overcome disasters, teaching knowledge and skills for people who have no formal education, finding foster parents for school-age children who have no education costs, train volunteers to become leaders who are capable of driving development and empowerment in the midst of society, and so on.

In carrying out its organization and program activities, civil society organizations (CSOs) need funding support. In the beginning, most of them relied on funding obtained from donations, both individuals from community members who had excess money, fundraising from private companies in the form of CSR, and financial assistance from donor agencies from abroad. However, in its development to ensure their continuity in helping and facilitating the society, these civil society organizations (CSOs) can no longer rely solely on donations, let alone foreign aid funds. This is partly due to the lack of supporting institutions that can distribute funds to local community organizations. Flexible foreign funding sourced from international funds that are all available to CSOs to carry out their actions independently, now increasingly difficult to obtain [4] [5]

Responding to these obstacles and challenges, NAMA Foundation as one of the international CSOs provides support to foundations, associations, and communities engaged in social, education, humanitarian and religious preaching in Indonesia in the form of social entrepreneurship training called the Community Leader Program (CLP). The purpose of this training is to prepare local civil society organization (CSOs) personnel to gain knowledge and skills and have the ability to use the strategies, methods, and techniques of the training provided to develop their social entrepreneurship. Expected outputs are civil society organizations that are trained to take the initiative to pioneer, create, and even develop productive economic businesses intended to support their serving and empowering activities of the society.

2 RESEARCH METHODS

This study used a qualitative-exploratory approach in the format of evaluation of Community Leader Program (CLP) training organized by NICE Foundation as the implementer of NAMA Foundation program in Indonesia from October to December 2019. CLP training is given to 10 (ten) civil society organizations in DKI Jakarta, West Java and Banten provinces as the first phase of the pilot program within 5 (five) years period. Data was collected through interviews with trainees and trainers, direct observation, documentation and questionnaire during and after the training. The evaluation of the study used 4 (four) levels of Kirkpatrick evaluation model.

3 DISCUSSION AND ANALYSIS

Evaluation research on CLP was using Kirkpatrick's Four-Level Training Evaluation [6], which consists of levels 1-4. There are 4 (four) levels that show the sequence of ways to

evaluate the program. Each level is important and has an impact on the next level. From one level to the next, the process becomes more difficult and requires time, but also provides more valuable information. Level 1 (reaction) is an evaluation that measures how the reactions of the participants involved in the training are usually expressed in terms of participant satisfaction. The second level is learning, which is the extent to which participants change their attitudes, improvise knowledge, and/or improve their skills as a result of attending a training program. The third level is behavior; knowing the extent to which behavior change has occurred due to trainees participating in training programs. And finally, level 4 (results), which is the final result that occurs because trainee participate in the training program.

3.1 Level 1 Evaluation (Reaction)

Evaluation at level 1 is measuring the reaction to the training followed in the form of participant satisfaction. Their level of satisfaction is shown in the picture below:



Figure 1 : Level 1 Evaluation: Suitability of Training with Organizational Needs

Figure 1 shows that the reaction of participants to the training that was held was very positive. This is proven by their answers, in general, stating that the training provided by NICE Foundation answers the needs of the participants' organizations, with 59% answering strongly agree and 41% answering agree. The response that training received meets the needs of their organization, which includes the content of the training material. Some view that CLP training is eye-opening, adding information, opening the mindset, training in seeing opportunities and introducing many traits and characters that drive or hinder performance in their organizations.

In the second phase of CLP training, participants received training materials on Brainstorming Pattern, Hearing Model, Stakeholder Analysis, Prototype, LFA, Value Proposition, analysis, and problem-solving, which were considered very important to them. In this second phase of training, the participants were more inspired by the existence of business planning materials in organizations where this material had never been obtained before. The reaction of the participants to the training even reached 100%, that the training answered the organization's needs. Based on interviews with participants, this CLP training teaches participants how to solve problems, build leadership insight and skills, even further encouraging social institutions to be supported into profit getting institutions to develop and contribute to all. In addition to increasing knowledge and insights about NGOs, this training also obtained methods or tools to solve problems and achieve organizational goals and objectives and build ideal leadership criteria.

The narrative comments delivered by the participants as mentioned above are the participants' positive reactions to the training, which reinforces that the training can be seen as effective and can be continued. Although participant recognition is still articulated verbally (level 1) and in the form of knowledge (cognitive), it has led to level 2 (learning) in Kirkpatrick's model. This means that theoretically, by increasing the knowledge and skills that have been obtained, it can deliver participants to be motivated to learn again and develop their ability to solve problems, especially in their organizations. Behavior change (level 3), of course, has not yet been seen and can be seen considering that they are still in the first stage following this CLP training activity.

The training also fulfills expectations of what participants want with their statements, strongly agree by 50% and agree by 50% as shown in figure 2 below:

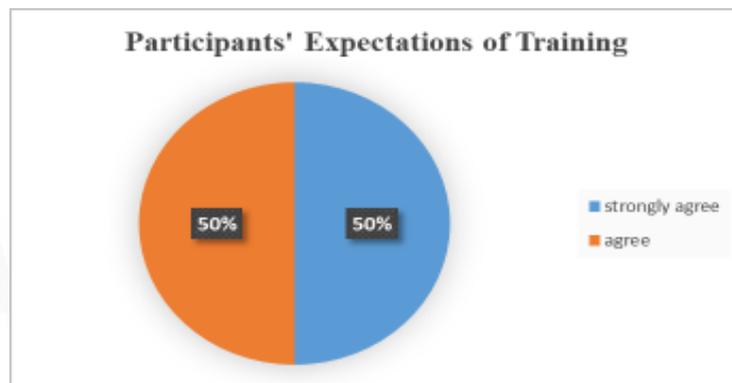


Figure 2 : Expectations of Participants Towards CLP Training, Phase 1

The positive reaction shown by the participants with the high expectations of CLP training given to them can encourage the desire and willingness of the participants to learn at a later stage. The first stage of CLP training also motivates participants to take part in stage 2 CLP training.



Figure 3 : Expectations of Participants Towards CLP Training, Phase 2

The figure above informs that participants who expressed great satisfaction with their expectations of training experienced an increase from 50% in CLP training, phase 1, to 83% in CLP training, phase 2. This indication shows the strengthening of participants' positive perceptions of the training given to them. The high expectations they expressed for the training that they participated in will make them more comfortable and open to participate in

each stage of the training material presented. This will be a positive stimulation for them to take level 2, namely learning.

In Figure 4 below, we look at the effectiveness of CLP training in terms of management training that has been designed by the training manager. The success of a training implementation cannot be separated from the factors that support it such as dishes served to participants, training venues, supporting equipment; both the main equipment such as in-focus, whiteboard, flip chart board, to additional equipment in the form of teaching aids and stationery, as well as the services of the committee as the organizer of the training. The average reaction of participants to the presentation from the management side gave an assessment above 60%, which is in the range of 70% -80%.

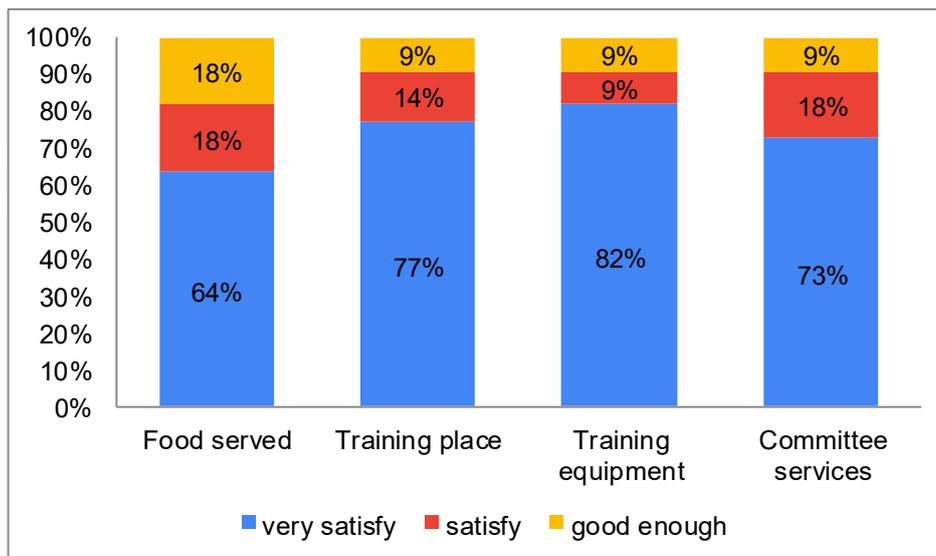


Figure 4 : Evaluation of Participants in Management Training Presentations

The venue used for training uses air conditioning, tables and chairs are available for learning, adequate lighting and space for a maximum of 40 participants, is assumed it can create a comfortable and quiet atmosphere and conditions. Although the training center was located in the middle of the city, the room was soundproofed from various city noise so that the training can run well and be protected from noise disturbances from outside the building (based on direct observation of researchers when visiting the training site). A comfortable atmosphere and calm conditions are needed by the participants during the training in a certain period of time.

There is an expression, that the material is important, but there is even more important is the method for teaching (training) that is the material (content). The method is important, but there is even more important that is the teaching actor (trainer if in the training activities). In terms of evaluating training, one of the main and important components of the training is the trainer component. Therefore Kirkpatrick [6] himself mentioned one of the actors that must be considered when planning and implementing an effective training is selecting and determining the instructor (trainer). This means that the effectiveness of a training is determined by the performance of the trainer. The success of the training cannot be separated from the success of the trainer in providing training to the trainees. There are several criteria for assessing the trainer's performance including the knowledge of the subject taught by the trainer, the desire in training, the ability to communicate and the skills to get the trainees to participate [6].

The CLP trainees gave a very satisfactory rating of 55% and a satisfactory rate of 45%. In addition to the criteria above, it has become an indicator of the trainer's performance items in the evaluation instruments that have been prepared by the NICE Foundation training management team and also by the research team including, how the trainer explains the material and how the trainer facilitates the training participants' activities. CLP trainees reacted to the way the trainer explained the training material, 36% stated that it was very satisfying in the sense of being easily understood, satisfying in the sense of being easily understood by 59% and those answering were difficult to understand by 5% as shown in Figure 5 below :

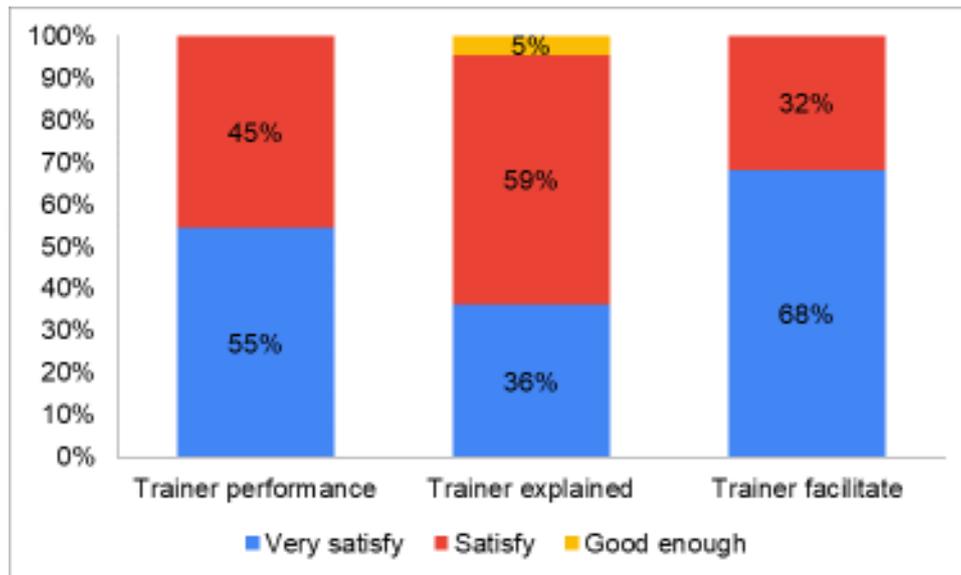


Figure 5 : Participant's Evaluation of Training From the Trainer Side

One of the trainer's criteria that was assessed by the participants during the CLP training was the way the trainer explained the material. In the sense of how when giving an explanation of the material presented to the trainees was easily understood. The ease felt by the trainees in understanding the material presented by the trainer will greatly assist participants in absorbing the knowledge gained in the training, making it easy for participants to understand the material itself, so that motivates and encourages participants to follow the entire material given during the training. Positive reactions from the participants because it was easy to understand the exposure of the material from the trainers can stimulate them to continue learning activities and even attracted their attention to be willing to accept the material (acceptability level) and liked the training material that was followed in the next period if they received more training.

The easy explanation of the trainer's material to be understood by the trainees is an indicator of communication skill that must be possessed by every speaker or trainer. The ability to be value added from a coach. This ability besides being supported by communication skills from the nature of the trainer is also obtained from the learning process (nurture) which goes through long hours of flying. Therefore training is not merely an activity that can be seen from the side of science but it is also an art, namely the art of training [7]. When a trainer is able to combine training as a science and art, this will make the training provided interesting, fun, meaningful and impactful.

The participant's assessment to the trainer is also based on how the trainer facilitated the participants during the training. Based on direct observation from the research team at the training venue and documentation, the trainer starts the training activities by making a

learning contract between the trainer and all participants. In making agreements in the learning contract, this is done between the trainer and participants by exchanging ideas or sharing suggestions and advices. The result of the agreement was made into a joint rule that must be obeyed and implemented by all participants during the training. If there is a violation of the learning contract that has been mutually agreed upon, then the participant is given a penalty of singing or recitation. This activity shows the existence of an art approach in carrying out training. Interrupted by each session accompanied by a fun game. The first time face-to-face meeting between the trainer and participants was emphasized by the trainer that this training used a facilitation approach. That is an approach which is not carried out only one-way communication from the coach's side but every participant has the same opportunity to express their opinions. Space is opened for each participant to take the initiative without having to wait before the trainer.

After the learning contract, the training begins with a little ice breaking to provoke the participants' interest in participating in the training. After the ice breaking, the activity continued with a little introduction about the training material contained in the training module that was distributed by the management of the training to all participants without exception. Then proceed with brainstorming among participants facilitated by the trainer regarding the concepts contained in the material that need to be known and understood together. The concepts conveyed and discussed together in the initial sessions include what was meant by the third sector organization and the ins and outs associated with it. The concepts raised for discussion are examined in advance by each group. Each group discuss and write down their opinions. After everything was written down, each group was asked by the facilitator to present the results of their group discussion in front of the class before the other participants. After all groups present their views by means of presentations, the facilitator then tries to draw conclusions after making conceptual confirmations from the participants themselves.

The plenary discussion facilitated by the trainer invited the participants to identify the profiles and characteristics of civil society organizations (CSOs) from the ten foundations participating in this CLP training. Followed by recognizing the purpose of the foundation, the orientation of the foundation and the problems faced by each foundation. From this side the facilitation carried out by the trainer is to use a problem-based learning (PBL) approach. Namely learning that involves all trainees to find the problems they face and discuss roughly what solutions they have to do. A deep pattern of knowledge and experiences sharing is applied between each group and among all training participants.

Facilitation was also carried out by the trainer through a reflective approach. Where each participant gets the opportunity to personalize himself with a certain metaphor that will later be learned from the illustrations. The lesson to be explored was to recognize ourselves with all our strengths and weaknesses, obstacles and challenges faced. How do we take a picture of ourselves from our own inner view and look in the mirror from what other people think of us? It was expected that participants reflect on their past experiences to look to the future, where their position was and what needs to be achieved. This material teaches the importance for someone to travel and find a turning point to trigger and spur to dare to make changes. This material instills the importance of changing everyone's mindset for the better.

For mastering the material, simulation techniques and role play were also used by the training participants. After carrying out the simulation and role playing, each participant was asked by the trainer as the facilitator to explain to the other participants. Alternately each participant to explain the function of the role played. This approach was a form of the art of training that creates a comfortable and pleasant atmosphere but there was a process of internalizing ideas for each participant.

3.2 Level 2 Evaluation (Learning)

Based on the Kirkpatrick's 4 level evaluation model, to find out the level 2 evaluation (learning), the researcher has compiled a research question that will answer the outputs of the implemented training program, which includes indicators, (1) increasing knowledge after attending the training, (2) increasing understanding of social entrepreneurship, (3) improving understanding of social entrepreneurship issues, and (4) upgrading understanding of social entrepreneurship management. In terms of indicators (1), participants stated strongly agree that there was an increase in knowledge after completing the CLP training (from the research team questionnaire), strengthened by the research team's interview with the participants, who stated that they gained knowledge from the training held by the NICE Foundation, especially tools that teach the structured and systematic concepts and techniques are very helpful in mapping, diagnosing and analyzing problems, developing social projects, prototypes, and business models.

An increase from the level of knowledge to the level of understanding (level of comprehension) according to Bloom's Taxonomy [8] shows an increase in one level of thinking ability from the previous level. To explore the extent to which participants' understanding has been carried out by giving them an opportunity to present the material in front of the class in front of the other participants, then after the presentation, the trainer and other participants can do the questions and answers, give responses, ask for confirmation and so on. This CLP training can be said to be effective if there is increased knowledge, understanding and increased skills. Actually the evaluation of level 1 training (reaction) if it has been realized by the participants in the form of a positive reaction, can be directed to the evaluation of level 2 training programs (learning), then the positive reaction of participants in the form of attention, concern, enthusiasm, interest, their involvement in each stage in the training process that is followed will be able to stimulate to level 2 (learning) in the form of a desire and willingness to learn further and so on. Many factors affect the learning process of participants after the training, namely motivation, attention, perception, memory, forgetfulness, retention and transfer. Factors outside the participants who participated in the training (learning) include learning objectives, rewards and punishments, giving feedback and so on.

3.3 Level 3 Evaluation (Behavior)

To find out the evaluation of level 3 training program in the form of behavior, is to answer what the impact of Community Leader Program (CLP) training is for CSOs (foundations) who were beneficiaries. This research question includes several question indicators, namely (1) changes in behavioral change to be more active in socializing social entrepreneurship, (2) behavior change to be more consistent in acting towards social entrepreneurship (3) Increased creativity in the implementation of social entrepreneurship, (4) Increased responsibility in implementation of social entrepreneurship.

To make change happen, according to Kirkpatrick at least four conditions are needed: one must have a desire to change, the individual must know what he wants to do and how to do it, he must work in the right climate, and finally, one must be given appreciation for the changes he made [6]. The training program can achieve the first two requirements by creating a positive attitude towards the desired change and by teaching the needed knowledge and skills. The third condition, the right climate, refers to the direct supervisors of the participants.

Actually for the evaluation of level 3 (behavior) training, which is checking whether there are changes in behavior produced by CLP training activities conducted after participants complete the entire set of training activities, it is not yet fully known without carrying out the advanced stages after the training as a broader concept and design that is intervention. In the concept and design of organizational and community intervention includes socialization, training, development, assistance, system development and so on. In this intervention concept, training is only one form of intervention. Although the change in behavior of the trainees cannot be seen directly after the training activities, except by conducting visitations, direct observations, actively involved, living together with facilitated civil society organizations (CSOs) and so on, but behavior changes will occur if someone has a way views and a strong desire to change, realize why it must change and what consequences will be experienced if it does not change, the individual knows what he must do and how to do it, supported by a conducive climate for changes in behavior he does and so forth.

3.4 Level 4 Evaluation (Results)

To know the evaluation of level 4 training program (results), is to answer the results (both in the form of outputs and impacts) Community Leader Program (CLP) training using indicators as follows: (1) improvement of social entrepreneurship skills (2) improvement in ability to find solutions from every problem faced by individuals in the organization, (3) increase of ability to find solutions to every problem faced by the organization (4) increasing ability in developing social entrepreneurship in the organization, (5) upgrade of ability to deal with environmental changes originating from in organizations, (6) the benefits of applying social entrepreneurship training materials to participant performance, and (7) the benefits of applying social entrepreneurship training materials to organizational performance.

If the desired results in the form of increased knowledge, advanced understanding and skills of trainees from participating in CLP training have been stated by all participants at the end of the training based on information from a questionnaire that has been distributed by the training management, the training team and the research team. The results in the form of CLP training output can be mentioned as follows:

- gaining knowledge from the experience of other institutions and from practitioners
- building a new mindset for managing the institution
- obtaining networks among similar institutions
- applied science for institution development
- getting tools to map problems, analyze and solve them
- adding insight and motivation to the development of the foundation
- increasing the knowledge and capacity as an organization
- skills in managing institutions

Reviewed from the results of the positive impact of the training program can be delivered here include:

- as the manager of the foundation increasingly understand what is appropriate and what needs to be improved in the organization
- institutions become more serious in managing their goals and work processes in organizing more arranged
- getting a lot of input for foundation training product development so that it can more easily do marketing and programs sales
- marketing techniques for organizational products in the form of services or training modules from the foundation

With the results of the Community Leader Program (CLP) training organized by the NICE Foundation in the form of outputs and impacts, using the evaluation formula 4 (four) levels of Kirkpatrick [6] can It was said that this training program was effective and could provide benefits for CSOs who took part in the training.

4 CONCLUSIONS AND RECOMMENDATIONS

The goals/targets of the Community Leader Program (CLP) training program facilitated by the NICE Foundation is generally achieved according to the plan and get a positive reaction from the training participants even though the level of response varies from very good, good and quite good. The outputs of this program is new knowledge and skills for participants especially mapping and problem solving tools, stakeholder analysis, prototypes and business plans for pioneering business units and marketable and valuable product enhancements, Training impact is cognitive insight, new perspectives, motivation and enthusiasm to improve and develop social entrepreneurship-based CSOs, and the courage to start economic businesses for social activities and create and market creative products from CSOs to the public.

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