

Optimization of the Christian Leadership Training of Trainer Handbook: Efforts to Achieve Graduate Profiles

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ABSTRACT

Profiles of IAKN Tarutung Christian Leadership Department Graduates are trainers, administrators and researchers. In the description of the graduate profile, the trainer is described that a trainer has the competence to carry out leadership training in religious institutions, non-governmental organizations, government agencies and the business/industrial world. Innature, efforts to achieve graduate profiles of researchers seek to equip students to have trainer skills through the Christian Leadership Training of Trainers Guidebook at the IAKN Tarutung Christian Leadership Department. The purpose of this research is as follows to design an innovative Christian Leadership Training of Trainer Handbook in the Christian Leadership Department. The research method used is research and development (R&D). Based on the results of the research, the Christian Leadership Training of Trainers Handbook in the Christian Leadership Department is worth using.

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1. INTRODUCTION

The profiles of graduates of the christian leadership department are trainers, administrators and researchers. In the description of the graduate profile, the trainer is described that a trainer has the competence to carry out leadership training in religious institutions, non-governmental organizations, government agencies and the business/industrial world. Innature, efforts to achieve graduate profiles of researchers seek to equip students to have trainer skills through the Christian Leadership Training of Trainers Guidebook at the IAKN Tarutung Christian Leadership Department. In achieving competence as a trainer in the profile of graduates of the Christian Leadership Department, it is very necessary to have a reference or guidebook that will be a guide for trainers in the implementation of training, so that the trainer skills will be trained by guiding the guidebook.

In the previous study, in general, there were studies on training of trainers with praxis and directly on studies in certain fields, including Training of Trainers (TOT) Skills to be dissemination as an Alternative to Increase the Income of Housewives (Tri Hardjo, 2020). The training of trainers that have been studied is also related to the analysis of performance improvement related to training of trainer activities (Amaddin, Fitriyah, & Irawan, 2021). Both studies show that the praxis of training of trainers is associated with actual activities, but in this study as a novelty is the existence of a training of trainer guidebook characterized by Christian leadership that contributes to students as a guide to becoming a trainer (Simorangkir, Pakpahan, & Ariawan, 2021).

The purpose of the study was to design an innovative Christian Leadership Training of Trainer Handbook in the Christian Leadership Department. So based on this goal, this research designed a guidebook that will be used by students of the Christian leadership Department or by prospective Christian trainers.

Trainer

A trainer is simply a person who carries out training or training. According to Malayu Hasibuan, trainer/instructor is a person or team that provides training/education to employees. Hasibuan mentioned that a coach acts as a communicator in training activities in order to provide progress on the abilities of the employees to be developed (Hasibuan, 2022). Meanwhile, Farhad Analoui stated that trainers or educators play an important role in organizational development and change, achieving goals and competencies as well as knowledge and abilities needed by participants. A trainer has an influence on the trainees. Farhad Analoui identified several lists of abilities that a trainer needs to have in order to train more effectively, including the following (Analoui, 2019).

- a. Up to-date knowledge and technical and social abilities.
- b. Mastering the appropriate way of learning.
- c. Can adapt to the needs of participants and the environment of organizational culture.
- d. Sensitivity to aspects outside the organization such as politics or socioeconomic conditions.
- e. Attention to the quality and quantity of material to be transferred.

In addition to the above abilities, for Poon Teng Fat, a good trainer is a trainer who can create a conducive learning atmosphere so that participants are motivated to absorb the information conveyed by the trainer (James, 2019). Meanwhile, Ashkanasy, N. M., Wilderom, C. P. M., and Peterson, M. F. Peterson stated that there are five variables that most influence training success, such as: clear goals, relevant content, appropriate techniques, trainers' abilities, and who is training. The statement hints that the existence of qualified trainers has an impact on the success of the training implementation. The success of the training implementation is closely related to the increase in knowledge and ability of participants which is an indicator of eactivity training (Ashkanasy, Wilderom, & Peterson, 2021).

The requirements for a trainer, according to Hasibuan, are that they must have teaching skills, communication skills, personality authority, social skills, technical competent and emotional stability (Ariawan, 2020; Ariawan & Wahyuni, 2021).

Training of Trainers

Training is a skill, knowledge, or experience gained by a person through a trainer and by becoming a trainee. This implies that in training, there is a process of internalizing knowledge and skills to trainees by a trainer. Coaching activities are aimed at helping a trainee achieve his goals and potential (West, 2021). In other terms, but with the same meaning, Angela M. Thomas said coaching activities will stimulate employee development (Thomas, 2019). Meanwhile, H. John Bernandian & Joyce E. A. Russell said that training is any effort to improve the performance of workers in a job and certain responsibilities that are being carried out (Bernandian & Russell, 2019). Not surprisingly, Faustino Cardoso Gomes likened training to development because it refers to learning opportunities designed to help the development of workers (Gomes, 2018). Although Gomes admits that development still has a wider scope compared to training. Thus training is a planned action of an individual or a group of

people that aims to develop the knowledge and skills of a person or group within a certain period of time.

There are several important reasons for the need for training. First, Gomes identified employees/workers/members as experiencing a lack of skills and knowledge. The reality of the lack of knowledge and skills of employees/workers/members requires a leader to plan a training activity. With the hope that training can be a means for employees/workers/members to further activate the work of employees/workers/members who were less active before. Even to reduce the various negative impacts of lack of education, limited experience or lack of confidence of group members (Gomes, 2018). In other words, Angela said that the purpose of training is to get the best performance through the use of knowledge and experience sharing in a training (Thomas, 2019). Budi Santoso said the training aims to improve knowledge of the skills, performance and behavior of individuals, groups and organizations. Santoso assessed two training objectives, namely first, so that training participants, both groups or individuals, can master the knowledge, skills and behaviors trained in training activities so that they can be implemented both in the near and long term. Second, so that training participants can achieve or master certain competencies such as knowledge, skills, and attitudes/behaviors that have been trained before. Santoso assessed the need for a pretest tool before training to see the level of ability of training participants before conducting training and compare them after attending training (Naibaho, Ariawan, Harianja, Simorangkir, & Sinambela, 2022; Santoso, 2020). Thus, the purpose of training is to meet certain competencies that are expected to answer the work needs and tasks of individuals or groups who take part in the training.

Margaret Wan said that in training there is a transformation of habits that will later support the achievement of the goals of an organization. Margaret Wan mentioned seven keys to the success of a training including the following (Wan, 2020):

- a. Organizational support
- b. Needs assessment
- c. Training plan
- d. Competency assessment
- e. Presentation and facilitation
- f. Course evaluation
- g. Validate the program.

Margaret Wan thinks the seven points above are the key points that support the success of a training that comes from a big point called results. For Margaret Wan, an effective training in producing results is as follows (Wan, 2020):

- a. Remediate deficiencies
- b. Educate and entertain trainees
- c. Stimulate higher performance
- d. Uses skilled instructors
- e. Lengthens retention time
- f. Tests competencies
- g. Supports organizational goals

The seven results above are expected to correct the shortcomings of trainees (remediate deficiencies), educate and entertain trainees (educate and entertain trainees), stimulate the performance of trainees to be better (stimulate higher performance), use skilled instructors (uses skilled instructors), extend retention time, (lengthens retention time), test competencies, and support organizational goals. The stages in training are (Wan, 2020):

- a. Training Needs Analysis
- b. Designing a Training Program
- c. Evaluating Training Program Effectiveness

In training activities, there are always trainers who will facilitate trainees to learn the knowledge and skills needed, both for the needs of carrying out duties as workers/employees, career development and do not rule out the possibility of being a prospective trainer or known as Training of Trainers. This

training model is intended to involve master trainers in an effort to train the skills of prospective trainers or inexperienced novice trainers to build training competencies. In the Training of Trainer, a prospective trainer will be trained to plan, design and deliver a training. Of course, what is expected is to become a competent trainer and be able to organize useful training programs (Pakpahan et al., 2021).

2. METHODS

The research method that researchers use is the Research and Development (R&D) method. Research and Development (R&D) basically has two main objectives, namely producing or developing certain products and testing the effectiveness of these products. This Research and Development Method will be used by researchers to produce the Development of a Christian Leadership Training Guidebook of Trainers in the Christian Leadership Department of the Tarutung State Christian Institute.

From the ten steps of the R&D method, it is simplified into three parts, namely.

- a. Introductory section, which examines references related to research. Including the analysis of courses in the Christian Leadership Department is associated with the profile of graduates.
- b. Planning section, designing the Christian Leadership Training of Trainer Handbook. As for the design of the guidebook to be developed, it can be seen in the following table

Table 1. Design of a Guidebook for Training of Trainer Christian Leadership in the Christian Leadership Department of the State Christian Institute of Tarutung

Number	Part
1	Cover
2	Foreword
3	Concept map
4	Table of contents
5	Chapter I (Introduction) <ol style="list-style-type: none"> a. Background to the problem b. Purpose of the handbook c. Targets and objectives handbook d. Handbook framework
6	Chapter II (Pre Training)
7	Chapter III (Implementation of Training)
8	Chapter IV (Post Training)
9	Chapter V (Concluding)
10	Attachment

- c. The development stage, which contains the feasibility test stage of the product, is carried out by distributing questionnaires to material experts and trainers. Furthermore, the feasibility test stage from users by distributing questionnaires to students.

3. FINDINGS AND DISCUSSION

In accordance with the stages in the research methodology, this research is carried out in three stages.

First Stage

The product developed in this study is the Christian Leadership Training of Trainer Guidebook at the IAKN Tarutung Christian Leadership Department. This guidebook is expected to be used by students of the Christian Leadership Department as a practical guide for preparing, implementing and evaluating a Christian training.

Second Stage

- a. Reviewing the Profile of Graduates of the IAKN Tarutung Christian Leadership Department. The profiles of graduates of the Christian Leadership Department are trainers, administrators and researchers.
- b. Reviewing courses in the Leadership Department Curriculum that are being used. The profile of graduates as trainers should be published through courses that will contain graduate learning achievements, so that the trainer skills have been possessed by students through lectures.
- c. Search and Data Processing regarding Training of Trainers. Researcher analyzed several general training books to be adapted to Christian training.
- d. Compiling a Guidebook for Christian Leadership Training of Trainers in the IAKN Tarutung Christian Leadership Department. Based on the availability of several training books, the researcher compiled a Guidebook for Christian Leadership Training of Trainers in the IAKN Tarutung Christian Leadership Department.

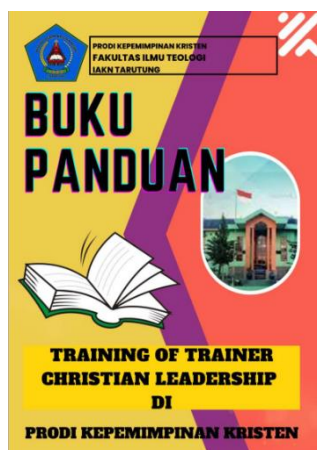


Figure 1. Cover image of Christian Leadership Training of Trainer Handbook at IAKN Tarutung Christian Leadership Department.

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Figure 2. Table of contents Picture of Christian Leadership Training of Trainer Handbook at IAKN Tarutung Christian Leadership Department.

Third Stage

In the last stage this relates to expert validation and user validation. From the results of the assessment of 5 (five) expert validators consisting of 2 (two) academics and 3 (three) practitioners about the Christian Leadership Training of Trainer Guidebook in the IAKN Tarutung Christian Leadership Department, it was obtained that the Christian Leadership Training of Trainer Guidebook in the IAKN Tarutung Christian Leadership Department developed in this study is Very Feasible to

Use with a qualification level of 95% eligibility criteria with the caption "No Need Revised." So that the Christian Leadership Training of Trainer Guidebook in the IAKN Tarutung Christian Leadership Department developed in this study does not need to be revised and can be tested by users in the field, namely students of the Christian Leadership Department.

From the results of the assessment of respondents from students of the Kisten IAKN Tarutung Leadership Department, it was obtained that the Christian Leadership Training of Trainer Guidebook section in the IAKN Tarutung Christian Leadership Department which obtained the lowest score on questionnaire number 5 about the terms used can be understood with an average achievement rate of 83.57% with decent qualifications and does not need to be revised. While the highest score is found in questionnaire number 15 about sentences used effectively and questionnaire number 11 about training materials explaining the implementation procedures that are coherent so as to make it easier for applicants to apply Training of trainers with an average achievement rate of 91.43% with very decent qualifications and does not need to be revised.

Based on the description above, it can be concluded that based on field trials, the Christian Leadership Training of Trainer Guidebook in the IAKN Tarutung Christian Leadership Department developed in this study is suitable for use in students of the IAKN Tarutung Kisten Leadership Department with an achievement rate of 87.89% with the criteria "No Need to Revise."

4. CONCLUSION

Based on the studies in this study that have been carried out by researchers, there are several things that can be concluded, namely. *First*, In Training of Trainer, a prospective trainer will be trained to plan, design and deliver a training. *Second*, From the results of the expert validator's assessment of the Christian Leadership Training of Trainer Handbook in the IAKN Tarutung Christian Leadership Department, it was obtained that the Christian Leadership Training of Trainer Guidebook in the IAKN Tarutung Christian Leadership Department developed in this study is Very Feasible to Use with a qualification level of 95% eligibility criteria with the caption "No Need to Revise." *Thirty*, Based on field trials, the Christian Leadership Training of Trainer Guidebook in the IAKN Tarutung Christian Leadership Department developed in this study is suitable for use in students of the IAKN Tarutung Kisten Leadership Department with an achievement rate of 87.89% with the criteria "No Need to Revise."

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