

Curriculum Management of Leadership Training Level IV in Training Institutions Agency of North Sumatera Province

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Abstract: *The purpose of this study is to describe the Curriculum Management of Leadership Training Level IV in Training Agency of North Sumatra Province. The focus of this research is "Management Curriculum Leadership Training Level IV in Training Agency of North Sumatera Province". The focus is broken down into within the scope of activities: (a) planning of the curriculum in a learning activity, b) organizing curriculum in learning activities, (c) directing the curriculum in learning activities, (d) implementing the curriculum in a learning activity, (e) the evaluating the curriculum in a learning activity. This study uses qualitative Naturalistic. Data collection techniques used the technique of interview, observation and document study. Sample selection used purposive sampling, data analysis using data analysis interactive model of Miles and Huberman, namely data reduction, data presentation and drawing conclusions. The research findings are: **First**, Planning Curriculum in learning activities conducted through institutional phases and class phase. Stage of planning institutions conducted by the Head of Training Agency North Sumatera Province as top managers involving structural officials as middle managers that the Secretary and Head of Leadership Training, as managers lower levels: head of sub area and administrative staff joined in the committee planning the preparation of organizing the training covers dissemination activities and prepare Decree as the legal basis of activities, preparation of training administration. **Second**, the Training Agency of North Sumatera Provincemake outlines the requirements trainerwhom will be given the task of teaching and training participants of leadership training level IV and the trainerswho have attended and graduated Training of Facilitators (TOF). **Third**, In the planning stage of a class conducted by trainers in the form of lesson planning. Planning phase prepared by trainer in the form of material, they do not make in the form of Learning Plan and Design of learning that should ideally be met and prepared before carrying out teaching-learning process. From the findings, researcher give the following suggestions: **First**, The LAN-RI needs to cooperate with the Training Agency of North Sumatera Province undertake further activities for trainers through workshops, training, or scientific meetings to improve trainer competence in depth the new curriculum of leadership training Level IV, designing lesson plans in classroom phase, preparing teaching materials before teaching-learning processe in the classroom .. **Second**, the Training Agency of North Sumatera Province should consistently give the task of teaching the trainers based of their competence in accordance with the policies outlined to support trainer professionalism towards learning more qualified. **Third**, trainers need to be improved their ability in designing lesson plans, select and enrich the teaching materials from various references independently, and making planning of learning required before learning processe in leadership training level IV.*

Keywords: *Curriculum Management, Leadership Training Level IV, Training Agency of North Sumatera Province*

I. Background

One concrete efforts to encourage an increase in the productivity of civil servants as an asset of the country's human resource potential to be developed, is through education and training, so that the civil servants are able to carry out tasks and duties as well as possible. Productivity according to Robbins and Timothy is the size of the work concerning the effectiveness and efficiency. Effectiveness is the achievement of objectives, while efficiency is the ratio of effective results with the inputs needed to achieve it. Based on that opinion associated with the training of civil servants, then with the education and training of civil servants is expected to gain added value in terms of physical and mental ability to work utilizing existing resources in efficient and effective. Work performed in line with the level of education and training in accordance with the workload thus encouraging progress of implementation of the tasks of government in serving the community, so that in turn will improve the balance of skills of civil servants.

To master the competencies required as stakeholders echelon IV or V, then among the efforts is through education and training with reference to the curriculum of Institute of Public Administration of the Republic of Indonesia(LAN-RI). According to Ibrahim, the curriculum is a software that gives direction and determine the quality and quantity of educational products. As software, the curriculum plays an important role

to determine the direction of management education and education towards the achievement of the expected results in terms of quantity and quality.

According Widyastono curriculum has a very strategic position in the whole process of education ... curriculum is the core of the education. Soedijarto found the curriculum very strategic position in the process of acculturation skills, values and attitudes through the learning process meaningful. The opinion of the experts explain, the curriculum is at the core of real education, because the curriculum includes dimension, direction, goals, and ideals which will be passed on to learners in various domains.

The problems that arise in curriculum management at the institution level in Training Agency of North Sumatera Province including inconsistency in planning by the organizers of the training. There are times when the plan has been prepared and agreed at a meeting on the division of teaching duties in accordance competence of trainers not guided, so that there is a discrepancy between planning and execution. This resulted in a lack of trainers mastery of the material taught in training, training material that taught by trainer is not interested for them, the declining spirit trainers.

Other issues, organizing lecturers in teaching duties still less than the maximum, because the organization of the trainers in the form of distribution arrangements in the allocation of teaching duties, oriented to the formation that training material which is still lacking of trainer. Specialization training material that taught by trainer not entirely in accordance with the formal educational qualifications obtained from universities, and educational competencies acquired in the Training of Facilitators (TOF). TOF is an activity pursued by training trainers to understand new curriculum of leadership training level IV, and have the competence to implement the new training curriculum, as well as a requirement for trainer authority can be given the task of teaching the new curriculum of leadership training level IV.

Curriculum management functions in the next learning activity is a function of the direction. On Leadership Training Level IV in Training Agency of North Sumatera Province functions briefing conducted by the organizers and trainers. Party organizers performs the function of directing the training dominant in the direction of the program of activities to be part of the intra-curricular activities are listed in the schedule of the division of teaching duties.

The problems that arise in the functioning of a briefing on the organizers and the lecturers are in learning. In terms of motivating training participants by the organizers and trainers in the learning activities are still limited to general motivation of the importance of each training material delivered by the organizers and the trainers at the beginning of training present in the form of short description of training material at the preliminary stage. But motivation in the form of strengthening or reinforcement for positive behavior and application in the form of reward and punishment is not carried out or only occasionally performed. Whereas the provision of reward and punishment in the form of gift like praise the guidance functions essential to keep the training participants are motivated to repeat the positive actions, thus supporting the teaching-learning atmosphere that is interactive and responsive to achieve the learning effectiveness. Judging from the education system, including training, learning has a very important and strategic position in the execution or implementation of the curriculum, because through learning can realize the goal of training that had been planned in advance. Learning training can take place effectively if guided and refers to the training curriculum which has been conceived and developed in such a way by trainers. Problems at this stage of the implementation of classroom training by trainer is not optimal mastery learning method by most trainer. Lack of trainer ability in choosing and using a method of learning because of limited knowledge of it. This is due to the background of the educational qualifications of the trainers in Training Agency of North Sumatera Province only a small portion have educational backgrounds in the field of teaching, while the rest comes from non-educational background who only know and deepen teaching and learning strategies within a relatively short time when joining Training of trainers (TOT) held by LAN-RI for 32 days.

Function to implement the curriculum in the teaching-learning process demonstrate mastery of the training material is not optimal by most trainer in the implementation of teaching and learning activities in the classrooms, so as cause differences in perception trainer in one team against the same training. his is indicated by the differences of view and sometimes even opposite to each other between the trainers in the training team when explaining the material. This causes the training participants become confused in the decision which trainers material should be followed in planning innovation and change management.

Evaluation component in the training curriculum is a factor that is closely related to the component objectives, content, tools, and methods. Suharsimi Arikunto states associated with the evaluation objectives and learning activities. Based on the successful evaluation of the pattern of the training participants, the problem is, the success of the training participants declared successful or unsuccessful measure of its ability to complete the **project changes** material, but based on the structure curriculum of leadership training level IV, **project change** material is only one subject among other training material. Evaluation component in the curriculum of training is a factor that is closely related to the component objectives, content, tools, and methods. Suharsimi Arikunto states associated with the evaluation objectives and learning activities. Evaluation is intended to measure the achievement of goals, draw up evaluation moved from goal, adapted to the evaluation of teaching and learning

activities are carried out. Based on the understanding of these evaluations, the results of the evaluation of the feedback to trainers extent of its success in conducting learning for training participants views of mastery achievement of the goals by the participants of the training that trainers know the strategies of teaching and learning which contains a weak point, which needs to be corrected, and what aspects need to be maintained.

II. Literature Review

1. Management Curriculum

According to Fred and Allan, defines curriculum as follows: "A curriculum can be defined as a plan for action, or written document, the which includes strategies for achieving desired goals or ends". Curriculum is defined as an action plan or in written form which includes the strategy to achieve the desired goal. This definition emphasizes the strategic importance in the curriculum so that the aspired goals can be achieved. Curriculum management according to Rusman, a cooperative curriculum management system, a comprehensive, systemic and systematic in order to realize the achievement of the objectives of the curriculum. By definition, the management curriculum there is activity curriculum management regularly interconnected between the components in it like component objectives, content, methods, and evaluation of the cooperative, have the content and scope are structured with a broad scope covering all educational activities the institutions that hold the responsibility for achieving the goal. According to the scope of the curriculum management includes planning, organizing, implementing, and evaluating the curriculum.

Curriculum management is the division of tasks to personnel policy, including the responsibility and authority to design, implement, and control the curriculum. Study of aspects of the curriculum management, can be seen from the division of authority duties and responsibilities of what, who, where, and how to design the curriculum prepared. Thus the management of the curriculum is not only to manage the curriculum in terms of planning, but also involves the division of labor personnel involved in the implementation of the curriculum, to the responsibilities attached to each activity concerning the curriculum. Curriculum management including product implementation strategy decisions in the form of the final curriculum design that has been set into agency policies, and evaluation to assess the effectiveness of the curriculum that implemented to contain weaknesses to serve as input for future improvements to the curriculum.

According Arikunto and Yuliana, curriculum management is all a concerted effort to expedite the process of teaching purposes with an emphasis on business, enhance the quality of teaching and learning interaction. Understanding the curriculum management according Arikunto and Yuliana explain that the management of the curriculum are the activities of people in the group, not individually, but with synergy carrying out the duties and responsibilities that have been given to them to implement the curriculum in educational institutions so that action, reaction, interaction, and transaction process of teaching and learning in higher quality and according to expectations. All activity curriculum management in this sense is geared towards interactive events in the form of teaching and learning process that are worth more by managing the curriculum since the preparation, implementation, and evaluation of the success. In other words, the management curriculum is essentially an attempt by the parties as leaders of institutions including trainers and administrative staff of the effort to prepare, to implement, and measure the success of the implementation of the curriculum.

In the context of education and training, curriculum management are included in operational planning structure of the program has been in the curriculum LAN RI in the form training material that willexperience the training participants, time allocation of lessons each training material according to levels of education and training, program preparation of academic undertaken by management to determine the learning activities through activities on campus and of campus, guidelines for the preparation of studies program in the form lesson llan guidelines for the preparation of the program (plan) taught in the form of learning design, guidelines Taking Ownership / Breakthrough I, II, Benchmarking To Best Practice, visitation, the division of tasks trainer, setting training participants in the classroom or outside the classroom. Accordance to LAN-RI curriculum, time allocation of Leadership Training Level IV carried out during the 97 working days, 282 hours, or 32 working days lessons for learning on campus, and 585 hours or 65 working days for the learning of campus. Learning classical training participants put in the lodging and given the support activities of physical health/mental as much as 14 hours lessons.

2. Principles of Management Curriculum

According Rusman principled implementation of curriculum management to: (1) productivity, (2) democratization (3) cooperative, (4) the effectiveness and efficiency, (5) directing the vision, mission, and goals set in the curriculum. The principle of productivity, promote efforts to lead the students can go beyond the stages of activities that have been designed to achieve the desired learning outcomes consistent with the objectives of the curriculum. In other words, curriculum management principles can reveal the result of

interaction between the participants of the training and learning resources prepared by the institution and conditioned to conform experienced stages of activity.

The principle of democratization, the curriculum must be democratic, in placing and empower managers, executive and subject students in the implementation of tasks in a position that should be appropriately and responsibly to achieve the objectives of the curriculum. With the right position in accordance with the role, functions and duties of each in synergy and harmony with each other to build a conducive atmosphere which is expected to facilitate efforts to achieve the goal.

Cooperative principles are mutually supportive of the various interested parties between manager, executor and subject students to be able to perform the role of the parties and their respective functions are work together in accordance with the hope to be able to achieve its intended purpose. The principle of effectiveness and efficiency in the management of curriculum emphasizing aspects of efficient and effective manner with due respect to the achievement of objectives in energy, time, and at minimal cost to achieve maximum results. The principle of direct vision, mission, and goals set forth in the curriculum means the curriculum management can be solidified and lead to vision, mission, and objectives of the curriculum. Therefore, to the principles of curriculum management can be implemented properly. It requires planning, organizing, implementing, and evaluating the curriculum in curriculum management.

3. Curriculum Planning Function In Learning Activity

Planning is crucial in an activity, due to planning activities undertaken can be directed to further facilitate the achievement of objectives. Planning in the simple sense is a process to prepare the things that will be done in the future to achieve a goal that has been set in advance. Learning plan prepared educators provide a clearer direction for learning, especially to answer the question: will be brought to where the learning done between educators with learners and provide an overview arrangement of material that will be presented in accordance with the scope and sequence in the curriculum. It means that educators will get a clearer picture of the scope of teaching materials to be delivered.

4. Organizing Curriculum Function In Learning activity

Organizing is one of the functions of management, according to Robbins and Coulter, an activity determines what needs to be done, how to do, and who should do it. According to Davis, organizing activities of learning include: (1) selecting the right tactics, (2) selecting learning aids or audio visual right, (3) select the size of the class according to the number of learners, (4) choosing the right strategy for communicate the rules, procedures and teaching complex. Based on the opinion of Davis, organizing includes organizing of the techniques, methods, learning resources, and classroom environments such as selecting the amount corresponding to the number of learners, set up a way to communicate the rules to be applied in the teaching-learning process in order to achieve effectiveness and efficiency of learning objectives. In order for learning in training more varied and interested for participants as well as provide a real understanding, then educators demanded to choose a learning tool or audio visual right. Audio-visual aids are materials or operational tools help the learning situation and spoken to shape knowledge, attitudes, and ideas. With the use of audio-visual aids in the teaching-learning training will be able to create an atmosphere more lively and interesting in training.

5. Direction Function In Curriculum and Learning Activities

According to Usman, placing directing function as one in the management of curriculum and learning, in addition to planning, organizing, and controlling. According to briefing include motivation, leadership, power, states, directing activities include providing direction, influence others, to motivate. The most challenging activities in a management function is directing for dealing directly with humans. In line with Mamduh, directing that the purpose here was briefed by the leadership at the institutional level against personnel involved in leadership training level IV, the trainer and training participants, as well as guidance from trainer on participants.

Direction functions related to curriculum in learning activities is to influence the personnel included officials structural, trainer, administrative staff and training participants in order to have a positive attitude in supporting the success of leadership training level IV. Besides the task of guiding participants, the trainers also guided the participants in terms of leading the learning process, provide guidance rules in the discussion, directing the ideal answer in responding to the ongoing discussion, guiding how to learn and how to understand the teaching materials, guiding tasks that associated with training material.

6. Curriculum Implementation Function In Learning Activity

According to Sukmadinata: execution or implementation of the curriculum in a learning activity is the stage of implementing the curriculum design. In the implementation phase it is a manifestation of the efforts to realize the curriculum written into the actual document in a series of learning activities. Planning curriculum prepared in advance to be implemented in learning requires implementing preparedness. Miller and Seller states,

implementation is a major component in curriculum, but less attention in theories of curriculum. The implementation process of positioning educators as a key role and has a very important position, individually or socially. In the classroom implementation can not be separated from educators factor. In the implementation of the components according to Miller and Seller are at school and classroom level. That is, the implementation carried out at the level of institutions or agencies and in the teaching and learning process. When compared with management training, curriculum implementation level carried out by the training institution, whereas implementation on the stage of the classroom is done in the context of teaching and learning in education and training by trainers, supported by the readiness of ability, spirit, and the performance of the trainer, cost, equipment, organization, environment.

7. Evaluation Training Curriculum Function In Learning Activity

When trainers plan learning activities for the participants of the training, in which already contains the evaluation participants what types and forms of evaluation will be given to participants of the training when it has finished the learning activities. Therefore evaluation of learning that has been designed by the trainers in curriculum development stages of classes based on the existing curriculum is an integral part of the planning study to determine how far the success of the planning, organizing, directing, implementing has been done by the trainers.

Evaluation here is the evaluation in order to obtain information about the success of the ongoing activities in the implementation of the curriculum that has been developed by trainers in the learning activities. That is, the evaluation can be done when learning activities take place and at the end of teaching and learning activities. If the evaluation is done to determine how far the acquisition of training participants in achieving learning goals so-called evaluation of learning outcomes. If the evaluation is intended to obtain information about the effectiveness of the learning process in order to help training participants to achieve optimal learning objectives, the evaluation is the evaluation of learning. With both types of evaluation that can determine the advantages and disadvantages of the training participants in terms of learning outcomes and learning processes in education and training.

What is meant by evaluation according to Suprijanto is how to measure the results of educational activities. According to him, the objective evaluation based comprised of formative evaluation and summative evaluation. Formative evaluation is an evaluation by educators to identify and fix vulnerabilities during the development program. This assessment is used to obtain feedback from learners, further utilized to improve the quality of learning using appropriate learning strategies and the right can be in the form of duties and practices. While the summative evaluation is an evaluation assess the usefulness of the program at the end of the activity, carried out to determine an indication of the level of achievement of student learning or mastery of basic competencies of learners use problems in the form of limited or free essaytest description, practice, objective test, multiple choice.

Arikunto states associated with the evaluation objectives and learning activities. Evaluation is intended to measure the achievement of goals, draw up evaluation moved from goal, adapted to the evaluation of teaching and learning activities are carried out. Evaluation of the curriculum according to Rusman includes components needs analysis and feasibility study as a first step curriculum design, planning and development in accordance with the needs of educational institutions, the learning process as a step curriculum implementation, revision of the curriculum based on the evaluation of weakness, efficacy, adherence to the curriculum, and research curriculum for curriculum development. Evaluation based components of the curriculum, it is known that one of the components of curriculum evaluation is a learning process. Thus, the evaluation of the curriculum including the evaluation of learning, so talk about the evaluation of the curriculum is related to the evaluation of learning.

8. Understanding Education and Training

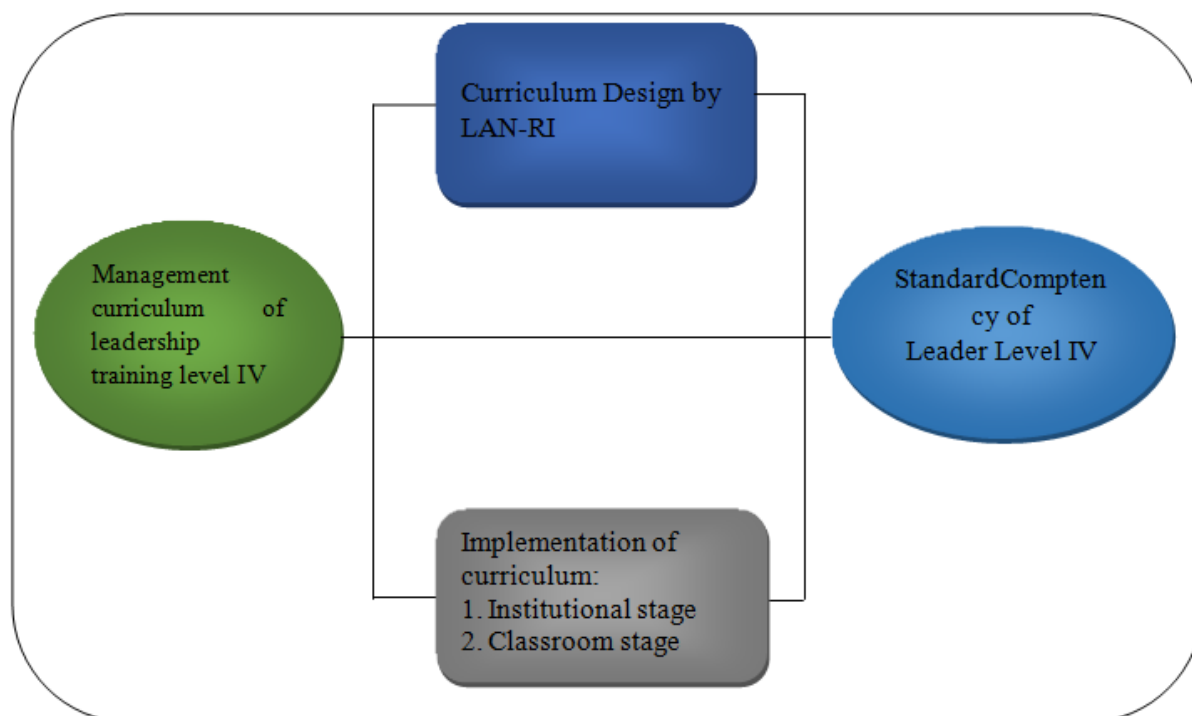
Pursuant to Rule heads LAN No. 13 of 2013, education and leadership training level IV (training pim IV) has an important role and strategic echelon IV, because through this training effort to build leadership competencies operational at officials from echelon IV is done, so that training participants have the ability to plan activities of the institution, leading to staff and stakeholders, implement the strategic plan, collaborate internally and externally. Ownership of the competence of operational leadership training participants indicated in the form of the ability to build character and attitude behavior of integrity according to the law and uphold the public ethics, abiding values, norms, morality, responsible for leading the task, planning activities of the agency, to collaborate internally and externally, inovative in the task, the optimization of internal resources and external agencies.

Based on the competencies that will be built from the participants of leadership training level IV in the form of managerial capability, namely the ability to do the job through efforts to mobilize others to achieve organizational goals through skills in aspects of management in the form of planning functions, organizing, implementing, directing, and evaluating. Olibie and Ifeoma argues, "... The goal of education is to provide knowledge and experiences that will creat of a foundation for success in the professional word". The purpose of

education is to provide knowledge and experience that will create the basis for success in the professional world. Provision of knowledge and experience passed down through education to a person will become a solid foundation to build a successful life in environments other professionals. Rasyidin defines education as follows: Education is a human effort to humans is the result of cultural aspects and best able to be provided every generation of human communities for the benefit of the younger generation of men to continue to live and how they live in the socio-cultural context that anyway.

From these definitions it can be concluded that education is the process of passing the culture within the individual to develop intellectual aspects, ethics or personality attitudes, and skills needed for the future provision of his life as the influence of the environment that is beneficial to the lives of herself and social community or nation. Educational activity learning process and learning in developing the realm of personality, intellect and skills required by the public widely not only pre-school age, school age, even for adults who have acquired certain education, but still require supplementary education such as training. Training according to Djuju a conscious effort to foster change for learners, the providers, the community, and nation. Rival argues the training activities to improve the performance of current and future performance, training is one of the form of education with learning principles. According to the Ministry of National Education, training is a learning process that allows employees performing work in accordance with the current standards.

From the definition of training experts disclosed above, it can be concluded that the training is a conscious effort to organize the environment in the form of activities in a structured teaching-learning process to enhance the ability of participants that can be measured in terms of logic, behaviors, and special skills in order to improving the performance of individuals, groups, institutions effectively and efficiently. By training can improve the performance of individuals or groups or organizations measured in the intellectual aspects, attitudes, and skills, in order to work effectively and efficiently. Scheme implementation of leadership training curriculum Level IV can be seen in the picture below:



III. Research Methodology

This study uses qualitative Naturalistic. Data collection techniques using the technique of interview, observation and document study. Sampling design is used purposive sampling, data analysis used data analysis interactive model of Miles and Huberman, namely data reduction, data presentation, drawing conclusions. This research method using qualitative methods naturalistic chosen on the basis of data that will be explored is the data that will describe the complex social situation in such a way that the concrete social phenomena. Source of data to be used are the human and non-human. Source of human data includes social situation in context described until the discovery of the behavior of the actors, namely the Head of Training, Secretary, Head of Ranking and General, the Division Head of Training hierarchical arrangements, Head of Administrative, staff Sub Division hierarchical arrangements, chairman/deputy chairman of the Group Trainer in Agency Training of

North Sumatra Province, Chairman of the Forum Trainer of North Sumatra Province (Forwisu), Secretary Forwisu, trainer in Training Agency of North Sumatra Province. While non-human data sources are documents and physical and non-physical environment.

IV. Result

1. It can be understood that the essence of the planning phase of the institution in the form of administrative activities conducted correspondence, coordination, socialization meetings in which there is a charge of communication and consultation on training curriculum management of leadership training Level IV in Training Agency of North Sumatra Province is inseparable from the desire to build commitment and the same perception between Training Agency of North Sumatra Province with agencies Vertical LAN-RI. Based on exposure to an explanation of the planning stage of learning by trainers in the classroom can be concluded that the learning plan lecturers in conditions: **First**, the plan that has been prepared by trainers not implemented consistent in the implementation phase of learning. **Second**, the purpose of which is in the learning plan is not formulated independently by trainers but partly or wholly adopted from the curriculum LAN-RI in 2013. **Third**, Trainer do not arrange learning plan and learning design training courses. According to the trainers **first reason** is due to the new curriculum was first implemented, the conditions varetif dynamic class and so no longer compatible with the planned, the training material has been delivered completely exhausted when the time is still available. **The second** reason is due to feel pretty when partly or wholly adopted from the curriculum LAN-RI. The reasons expressed by the trainers revealed that trainers do not have the learning plan and learning design while preparing for lesson planning by trainer as required by curriculum and the Agency to be completed by trainers that have been submitted through circulars and verbal appeals to be utilized to meet most administrative completeness monitoring LAN-RI Jakarta against Leadership Training Level IV in Training and Education Training Agency of North Sumatra Province.
2. The function of organizing the curriculum at this stage of an institution is a division of the committee's role in household duties, administrative correspondence, financial administration are task that is dominant. In the implementation of the three tasks are interrelated to one another. Based on the triangulation that researchers do to the relationship between the tasks of household, administrative correspondence, and financial administration of curriculum leadership training level IV institutionally can be concluded that among the three tasks are interrelated and mutually support each other in order to avoid overlap between the tasks of other so that the organization can run effectively. Organizing the curriculum classroom stage by trainers conducted in the form of teaching and learning division of trainers in the form of a letter signed by the Head of Training Agency of North Sumatra Province that give authority and responsibility to the trainers for training material that taught to participants of leadership training level IV, allocation of time every training material, clock in and out at the internal institutional Training Agency of North Sumatra Province. Observing data on the organization of trainers in the form of division of the trainers teaching duties that some lecturers teach training material that is not based on competence. There are two reasons disclosed; first, the rank that is not sufficient to function as a supervisor on the project training material changes, the solution by providing training material the other to be taught. Second, cover the lack of lecturers supervising the training material changes that project has not been sufficient.
3. The function of the direction of the curriculum stage carried out by elements of the leadership of the institution as a structural officials namely Head of Training and Head of Training to officials of other structural, administrative staff, professional staff trainers at the institutional level, through the implementation of training meetings to prepare the meeting leadership training level IV. Besides briefing conducted by the Head of Education and Training to training participants in the activities of the opening of leadership training level IV. The essence of the function of directing the curriculum phase of the institution is the efforts of the leaders provide a clear picture of leadership training level IV, provide explanations, guidance, motivation or encouragement, influence and build the confidence of the parties in this case the officials of the structural, functional, organizers, trainers, against the procedure or mechanisms, attention to work that is urgent, in order to have a positive attitude to be able to perform the functions according to the capacity, duties and roles of each before leadership training level IV activities carried out in Training Agency of North Sumatra Province. Class stage directing functions performed by the Head of Training of an orientation briefing is an introduction to the program leadership training Level IV, provide guidance, education and training so that participants can understand the direction of leadership training level IV. While briefing the function performed by individual and team trainers are more motivating, guiding, directing, giving directions, affecting the training participants in the context of teaching and learning so that training participants can go through and succeed in all training material agenda included in the evaluation of change projects. Between the direction of phase and phase-class institution independent from each other. At this stage of the class partly a follow-up briefing briefing stage of the institution, be forwarded to the

training participants on the stage of the class, though it is more dominant to the direction of a technical nature of teaching and learning on the substance of the training material whether concerning guidance on the direction and objectives of training, referrals discussion learning, the importance of training material for participants, and others.

4. When linked between curriculum implementation functions to the function of organizing the curriculum in the learning activity have the same role in the functioning of the implementation of the curriculum, because the function of governance in the functioning of the implementation of the curriculum together with the committee facilitating role in providing transport, accommodation, consumption, as well as the letters needed to equip training participants when conducting visitation in government and private agencies. This is in line with curriculum planning prepared prior to the implementation phase of learning requires a readiness implementers in this case the committee to facilitate the implementation of the curriculum at the location of Benchmark to best practices, preparedness training participants adopting and adapting innovation, readiness lecturers coaching and support of thought. The implementation process of positioning educators as a key role and has a very important position, individually or socially while on location, as well as stage and stage-class institutions. If it be compared to management training, curriculum implementation agency level carried out by the training institution through a committee that has been pointed by decree of the Head of Training Training Agency of North Sumatera Province, whereas implementation on the stage of the location of Benchmark to best practice, played predominantly by trainers in maximizing the success of the training participants, supported by the readiness capabilities , spirit, and the performance of the committee, lecturers, costs, equipment, organization, environment.
5. The function of evaluation in curriculum management conducted by the Training Agency of North Sumatera Province carried out in the form of assessing the success of the training participants of leadership training level IV by the evaluation team that appointed by the Head of Training Agency of North Sumatera Province accordance with its authority, as well as through the implementation of external monitoring by LAN-RI and internal monitoring by the Training Agency of North Sumatera Province through the picket classroom when teaching and learning in the classroom by trainers according to the schedule set out in Leadership training level IV based training curriculum in curriculum design LAN-RI.

V. Suggestion

1. Trainer of Leadership training Level IV in order to draw up the learning plan and learning design training courses as a basis or guidance for them in conducting learning activities.
2. The trainer should support training material in accordance with their competence, if the trainer teach training material that is not in accordance with their competence, the trainers should first follow the Training of Facilitators (TOF).
3. The management or structural officials should create a schedule classroom visits so that monitoring activities can be done on an ongoing basis and will provide a positive effect both for the participants of the training and trainers.

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