Effectiveness Improving the Competence of Civil Servants in Palopo City Government Through Administrator Leadership Training

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Abstract

Good government institutions require highly qualified human resource standards. Capacity building training is urgently needed to achieve organizational goals. This study aims to see how effective the reaction of the administrator leadership trainees was given to Echelon III runners in Palopo City. This research uses a qualitative approach, with a descriptive method. The primary data source of the study was obtained from interviews with informants and reviewing the documents needed to support the primary data. The data analysis process includes condensing research data, presenting data, and drawing final conclusions. The results of the Reaction Effectiveness study on administrator leadership training showed that training alumni felt that the training facilities provided by the training organizers were adequate. The obstacle faced by the participants was in the methodically blended learning process. The module model or material agreed upon by the speaker is still general, so it has not been able to provide skills or mastery of material that is in accordance with the phenomena faced in the workplace of each trainee which is found to be quite diverse and requires implementation solutions, therefore it is highly recommended to the organizers to be able to always update the training material in a timely manner to be relevant to the latest issues that will be faced by participants training when returning to their respective agencies.

Keywords: Human Resources; Capacity Building; Training Effectiveness

Introduction

The success of an organization largely depends on the quality of the people working in it. Environmental changes are so rapid that it requires the ability of human resources to understand the phenomena of change, analyze their impact on the organization and prepare actions to overcome the condition. With that in mind, the role of human resource management in an organization is not only administrative, but rather focused on how to develop the potential of staff creatively and innovatively.

Human resource development is carried out to achieve results that are in line with the goals and objectives of the organization with certain performance standards (competitiveness). Good governance requires highly qualified personnel of the organization.

This is not only due to a paradigm shift in government administration which initially "rule government" changed to "good governance" and from before centralistic changed to decentralisation. But also because of the developmental demands for professional HR needs both nationally and globally.

Human resource development through education and training is basically an improvement in employee performance that reflects the work abilities of members of the organization, that is, the ability of each employee is evaluated and measured according to the standards set by the organization. According to Tovey & Lawlor (2008), competency-based leadership training (CBT) is the management of leadership training that aims to achieve training results for participants in the form of acquiring more specific and measurable real leadership competencies. In this aspect, individual competence guarantees that the organization can continue to answer all the challenges of change and even seize all opportunities for change in the future.

The position of administrator has a great responsibility for the implementation of all personnel activities and leads the implementation and development of government in the agency. Therefore, civil servants in this position must have the ability to seize various opportunities and answer various challenges in implementing bureaucratic reforms and increase their effectiveness in the delivery of services to the public. In achieving this goal, a training with the aim of increasing the competence of government officials is needed, known as administrator leadership training. Colin & Holton (2004) states that Leadership training is effective when an organization can provide the right training program to leaders and managers who need it at the right time.

To adjust to the needs and dynamics of policies, a Regulation of State Administrative Institutions Number 16 of 2019 concerning Administrator Leadership Training was established which repealed the Regulation of the Head of State Administrative Institutions Number 19 of 2015 concerning Guidelines for the Implementation of Level III Leadership Education and Training. The success of organizing such training lies in producing graduates with performance management leadership skills that help transition the organization they lead to a world-level bureaucracy. Several previous studies on the effectiveness of the implementation of Level IV Claimed have been carried out using a quantitative approach that measures the impact of input variables (materials, methods, facilities, participants) on the improvement ofcompetence and performance of alumni, (Hirawan, (2007).

 The effectiveness of administrator leadership training is determined by the management of training and leadership development programs to ensure that each element of the training is delivered effectively, interrelatedly, and mutually supportive to enhance the competence of participants achieved through the process, (Saks, et.al, 2011; Aguinis & Kraiger, 2009; Tovey & Lawlor, 2008). Hansen (2006), and Dobbs (2006) emphasize that training planning will be carried out as soon as information about the results of the needs analysis is available. In this stage, there are three main activities, namely designing, developing the learning plan to be carried out, and determining the technical training plan (Devi & Shaik, 2012, Hansen, 2006; Dobbs, 2006; Fabac, 2006). Roberts (2006) stated that the achievement of the effectiveness of training is highly determined at the needs analysis stage.

Method

This research uses a qualitative approach where this approach tends to lead to descriptive research methods. This research begins with the phenomenon that underlies the formulation of problems and the formulation of research questions. This research systematically explores and seeks to explain by identifying and describing the effect of learning managerial leadership training on improving the competence of echelon III officials in Palopo City. Data collection instruments, namely primary and secondary data such as questionnaires and interviews, are presented as reports. Models used to analyze data include condensation of research data, presentation of data, and drawing final conclusions. Miles, Huberman, and Saldana (2014)

Result and Discussion

To find out the Effectiveness of Administrator Leadership Training in improving the competence of echelon III officials in Palopo City Government based on a. Training curriculum, b. Teaching staff, c. Learning methods and d. training support facilities.

Effectiveness of the Training Curriculum

The basis for the implementation of administrator leadership training is the requirement of competence. The competencies in question are competencies needed for a particular position. To meet the competency requirements, it is necessary to make efforts, including the preparation of the curriculum, to determine whether the resulting curriculum has met the requirements of competency improvement training.

To develop the competence of participants to meet the managerial competency standards for administrator positions based on PlaLAN number 1008 / K. I / PDP.07 / 2019 concerning the Administrator Leadership Training Curriculum, the PKA curriculum consists of 4 (four) learning agendas, namely:

1. *Pancasila Leadership Agenda and Nationalism*
2. *Performance Leadership Agenda*
3. *Performance Management Agenda*
4. *Leadership Actualization Agenda*

This learning program allows participants to apply high-performance leadership skills to manage the implementation of development activities by experiencing best practices and applying them to transformational actions with the aim of improving organizational performance.

In addition to the training courses in the 4 (four) learning agendas, participants are given program orientation and learning evaluation learning. Improving the teaching process / strengthening the curriculum in the form of: - The curriculum still refers to Perka LAN No. 1008 / K.1 / PDP.07 / 2019 but needs to increase the content of materials / teaching materials from other sources, such as by adopting / adjusting materials / teaching materials on performance accountability can adopt from other Ministries / Institutions that are already good in managing performance accountability and so on; The preparation of project milestones changes more clearly in their performance indicators, targets and turnaround times.

The basis for conducting leadership training of managers is the requirement of competence. Competence in this case is the competence required for a particular position. To meet competency needs, efforts need to be made, among others, through curriculum design to determine whether the curriculum created meets training needs to improve competence.

The results showed that administrator leadership training has been held guided by Perka LAN LAN number 1007 / K. I / PDP.07 / 2019 concerning guidelines for the Implementation of Administrator Leadership Training which regulates planning, implementation, and supervision. KMP puslatbang LAN has tried its best to prepare all curriculum needs as well as the institution that organizes administrator leadership training. The curriculum obtained is very dense but has not fully become a necessity in carrying out tasks and functions in the work units of each trainee, but overall, the curriculum can increase the competence of participants when compared to before the training is carried out. To overcome this, the organizers of the Administrator Leadership Training always hold Monitoring and evaluation and hold meetings to discuss things that are considered lacking to be used as consideration for future improvements.

Training Personnel Effectiveness

In addition to the quality factor of the training organizers, the internal factor, namely the training process, is also important. Coaching is the process of helping train participants to implement change projects and ensure that every step of the change project is on the right track. The results of the Yamin survey (2020) showed that coaching by coaches increased the percentage of completion of change projects by 31.6%. Couch has demonstrated a high level of focus in developing change action plans, identifying issues, overseeing change projects, and an excellent ability to support the completion of change actions in the form of knowledge transfer in assisting with the writing and changing of project methodologies. Widyayeswara himself as the manager of the Administrator Leadership Training Theme, has learned how to effectively communicate the content of the training theme to maximize the training subjects and objectives of the Administrator Leadership Training. This is in line with the results of research by Kartikawati et al. (2019) and Aqmala (2007) which show that the quality of trainers really helps to increase the effectiveness of training to improve the competence of graduates.

The change in facilitator skills, with the ongoing leadership reorganization plan, forced the training institutions to immediately carry out the transformation of widyaiswara skills. Currently, Widyaiswara strives to always adapt by developing knowledge and methodologies related to the growth and development of future leaders' leadership. On the other hand, training institutions must ensure that the widyaiswara is truly qualified in the designated management profession. This can be achieved by setting quality and quantity standards and using a merit-based system to recruit and certify skills. The certificate of expertise should reflect the specificity of the widyaiswara on a particular subject. In addition, today's coaches must constantly improve their skills through training, courses, and internships. This policy must be prioritized so that it can then become a pilot for the development of leadership training organizations in the future.

Effectiveness of Administrator Leadership Training Learning Methods

The implementation of administrator leadership training by the organizers using the blended learning method achieves effective results. In accordance with the theory that a training program is considered effective if the training process is fun and satisfying which makes the participants have a sense of interest that will motivate them to learn (Kirkpatrick and Kirkpatrick, 2006).

It also shows Widyaiswaras is ready for the first time to conduct administrator leadership training with blended learning. This means that Widyaiswaras is also ready to provide online training. Because in this administrator leadership training with a blended learning approach, out of 15 training topics 9 e-learning training materials are offered. In addition to facilitating online learning on training topics, Widyaiswara also provides online, remote, and virtual assistance and guidance through digital or online information technology for field studies, change action design workshops, change action implementation workshops, and change results workshops. With a blended learning approach, the implementation of administrator leadership training continues to run well according to standards.

The training lasts for three months (on campus and off campus), specifically through so-called blended learning programs that combine face-to-face or classical and face-to-face media through online media applications. Training with a blended learning model is the best solution today to develop ASN resources and improve their abilities so that they can optimally carry out their main duties and functions, especially in the delivery of services to the public.

Leaders who bring about change are created to apply learning methodologies collaboratively through multiple ways to effectively deliver and translate training materials. One of the learning methods developed in administrator leadership training is field research where there are strengths or best practices to be able to adopt and adapt innovations in the change action plan, namely applying the ATM concept (Take, Imitate and Motification).

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The learning process of Administrative Leadership Training has been carried out using the classic method, namely face-to-face between widyaiswara and direct training participants in the study room, but during the Covid-19 pandemic, namely for graduates of administrator leadership training in 2020 and 2021, the learning process was changed to a distance or non-classical learning method, where participants and trainers will not meet face to face in the classroom. Learning Method Distance learning is carried out between widyaiswara and training participants using Information Technology (IT).

In terms of training methods, the methods used are still not effective. The methods used are still limited to a few methods. The training and development materials should be adapted to the goals to be achieved and the materials should be delivered systematically and gradually. Good training materials must always be updated according to the current situation, so that the training content is completely tailored to the needs and abilities of learners. In summary, it can be concluded that when choosing training materials, the suitability of working conditions, education and training should be considered, and arrangements on the allocation of training time and the content of training materials to achieve training goals.

Handayani et al., (2015) added that leadership training so far is usually carried out in the classroom. There is a need to diversify the methods used to increase the benefits of knowledge, including changes in the attitudes and behavior of participants who have followed the training process. (Lacerenza et al., 2017) also say that the training materials taught should be in line with the goals of the organization. Abdullah (2018) stated that because every organization is unique in its leadership competency goals and needs, this leadership training must be adapted to the circumstances of the organization. Meanwhile, the leadership skills learned in leadership training today are still general in nature.

Effectiveness of Facilities that Support PKA

To see the effectiveness of the reaction of the training participants, it can be seen from two indicators, namely how administrative services, and facility services from the training organizers. It can be said that the reaction from the participants can be raised if the training process can run according to the satisfaction they expected, because this is one of the factors that can motivate the trainees.

The implementation of PKP based on the Decree of the Head of the State Administration Institution Number 1005 / K.1 / PDP.07 / 2019 concerning Guidelines for the Implementation of Administrator Leadership Training requires infrastructure such as halls, classrooms, the existence of dicussion / seminar rooms, must have a computer room, learning facilities with the use of information technology: e-learning applications, *video conferences* or other information technology. According to learning needs, the next must have a secretariat room and a fitness room. The infrastructure that must be owned by the training place is a dormitory intended for participants, a guesthouse for training personnel, a library, a dining room, sports facilities, entertainment facilities, health units / polyclinics and must also have a place of worship.

The facilities needed in the implementation of PKA based on the Decree of the Head of the State Administrative Institution Number 1005 / K.1 / PDP.07 / 2019 concerning Guidelines for the Implementation of Supervisory Leadership Training are study tables and chairs, whiteboards, *flipcharts*, *sound systems*, televisions and videos, *compact discs / USB*, recorders, computers / laptops, *LCD projectors*, *wireless fidelity (wi-fi)*networks, reference books, teaching modules/materials; and multimedia technology for *e-learning learning*.

Based on the results of interviews with the training participants, it was found that the training facilities and facilities prepared by the organizers were sufficient. The facilities prepared by the training organizers in this case are rooms, Air Conditioners (AC), LCDs or Projectors, chairs are also prepared for the participants and Audio systems that can function properly. In addition, each participant is also given a

complementary facility, namely a book to record during the training material process, to support the training process, food intake is given three times a day.

However, from all the facilities and infrastructure above, for the infrastructure matter, some additions still need to be made, especially those that are not yet available. As for the facilities, although they are still lacking, they are quite adequate. The discrepancy in the facilities found in this research has less influence on the process of implementing the training. This is reflected in the implementation of training well. This condition is in line with the findings of Sitio (2019) which states that work facilities do not have much effect on employee performance. In this case, it can be concluded that the implementation of the training will be able to run well even though it has not been supported by perfect facilities and infrastructure if the needs of the main facilities and infrastructure can be prepared by the organizers during the training process.

Conclusion

The effectiveness on administrator leadership training shows that training alumni feel that training facilities in both LAN and PPSDM are adequate. However, there are some participants who are constrained in terms of blended learning methods. In addition, the modules used are very common so that the material obtained does not improve the skills of the existing work tupoksi. Complaints are also on the independent learning model which is not all in accordance with the learning ability of the participants. It is recommended to the organizers of the Administrator Leadership Training to formulate more specific modules according to the needs of the work objectives and more implementation.

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