

Management of Education Training And Supervision Leadership In Improving The Performance of Regional Structural Officials

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Abstract

The purpose of this study is to determine the planning, organizing, assessment, and constraints that exist in educational and training institutions at the Center for Human Resource Development. This research method uses a qualitative approach with data collection techniques through observation, interviews, and documentation studies. Research results show: (1). Plans are made to arrange activities in the implementation in detail and detail. (2.) Organization forms a structure to foster and guide in providing instructions, and directions in analyzing and solving problems in each assignment that has been given (3). The implementation motivates the trainees to work on the programs that have been prepared, namely to improve the performance of officials so that it benefits them (4). Assessment of education and training participants that have been carried out on training participants is a stage for measuring the ability to make decisions (5). Obstacles that exist in improving the performance of officials through changes and innovations in public services are already underway and can be overcome the obstacles encountered.

Keywords: Management, Leadership, Oversight, Official Performance

1. Introduction

In implementing and realizing the goals of the state as stated in the preamble to the 1945 Constitution of the Republic of Indonesia, it is necessary to develop a state civil apparatus that has integrity, is professional, neutral, and free from political interference. Slameto., (2018). Is free from practices of corruption, collusion, and nepotism, and is capable of organize public services for the community and be able to carry out their role as an adhesive element for the unity and integrity of the nation based on Pancasila and the 1945 Constitution of the Republic of Indonesia.

National development policies in the context of reform, autonomy, and globalization are directed toward human resource investment policies covering the fields of education, health, and the economy. The Human Development Index, which is measured based on the parameters of education, health, and people's purchasing power, is a global instrument currently used to measure the level of progress of a nation's human resources. Gede, L., et al., (2018). The results of the measurement of the Human Development Index reported by UNESCO-UN, show that the Indonesian nation is ranked 110th out of 175 countries evaluated. The level of progress of Indonesia's human resources is relatively far behind compared to other countries, especially countries in the Southeast Asian region, most of which already have HDI ratings below 100.

Supervisory Leadership Training is a requirement for a structural official. Dewi, Sartika., (2019). Supervisory Leadership Training must be able to accommodate all the competencies needed to carry out the duties and functions of a leader as desired by PP number 101 of 2000 which explains the purpose of implementing Supervisory Leadership Training namely: (1). Improving knowledge, skills, and attitudes to be able to carry out the duties of echelon 4 structural positions in a professional manner based on the personality and ethics of civil servants according to agency needs (2). Creating apparatus capable of acting as a reformer and glue for the unity and integrity of the nation (3). Strengthen the attitude and spirit of dedication that is oriented towards service, protection, and community empowerment (4). Creating a common vision and dynamic mindset in carrying out general government and development tasks for the realization of good governance.

Implementation of Supervisory Leadership Training still encounters many obstacles, one of which is in the learning process. Problems in the learning process can be seen from the discrepancy between the learning objectives that have been determined by the education and training curriculum, both the curriculum that has been standardized by the Republic of Indonesia's State Administration Agency, and the guidelines held by Widyaaiswara. Arnaldo, Gilang., et al., (2019). This problem becomes something very crucial considering that the learning process in education and training is the core or core that becomes the benchmark for the success of the training. Particularly issues related to learning management Supervisory Leadership Training, namely regarding lesson planning, implementation up to learning evaluation. The effectiveness of these three management functions greatly influences the success of achieving the training objectives.

Management issues Supervisory Leadership Training has not received special attention. Sutarman., et al., (2022). This can be seen from the absence of standardized measurements regarding the effectiveness of education and training management, both carried out by the center and the agencies that are the organizers of the Supervisory Leadership Training. Research and raise this issue in a dissertation entitled: Training Management and Supervisory Leadership in improving performance for regional structural officials as a Descriptive Study of the Implementation of Supervisory Training and Leadership Batch 3 at PPSDM Kemendagri RI Regional Bandung.

2. Research Methods

The research method used in this study is a qualitative method with a qualitative approach, this method is used to solve the problems studied where this research is aimed at exploring data and information related to supervisory management and leadership in improving the performance of regional structural officials. Sugiyono., (2016). objective in this study the authors use certain data collection methods and techniques.

2.1. Data collection technique

How to obtain data is done with several techniques, namely: observation, interviews, and documentation studies.

- a. Observation. In this study, the object of observation was the physical environment, namely the environment or place that became the research location where management and supervisory leadership activities took place in improving the performance of regional structural officials, the office environment of the Head of Education and Training, the condition of facilities and infrastructure.
- b. Interview. Data were extracted and collected through interviews with (1). Head of Training. (2) Training organizing committee (3) Training participants. relating to the stages of management and supervisory leadership in improving the performance of regional structural officials including planning, organizing, implementing, evaluating, obstacles, and solutions to obstacles. For the above, the researcher developed an interview guide with the aim that the interview remains in the context of the problem being investigated.
- c. Documentation studies in this study were obtained from education and training institutions, which included historical documents, vision, mission, objectives, motto, operational permits, programs, curriculum, modules, evaluation results documents, data on training participants and libraries, and other data relevant to this research. . The results of the analysis of the documentation will support the research and the data needed to be truly valid. In addition to document analysis, researchers can find out the management stages of the head of education and training in improving the performance of regional structural officials and other factors which are the research objectives

3. Results and Discussion

3.1. Profile of the Ministry of Home Affairs' Center for Human Resource Development of the Republic of Indonesia Bandung Regional

The Ministry of Home Affairs Education and Training Agency transformed the Ministry of Home Affairs Human Resources Development Agency Ministry of Home Affairs following the Minister of Home Affairs Regulation Number 43 of 2015 concerning the Organization and Work Procedure of the Ministry of Home Affairs. Yuniarta, G. Adi., (2019). These changes are in line with demands for the development of the government system in Indonesia and the issuance of Law Number 5 of 2014 concerning State Civil Apparatuses. In carrying out the development of domestic government apparatus following statutory provisions and positioning ourselves as the front guard in increasing the competence and professionalism of domestic government apparatus as reflected in the vision and mission, namely as follows:

- a. Vision. Competent and Professional Domestic Government Apparatuses
- b. The mission is (1). Improving the Competency Standards of Domestic Government Apparatuses. (2). Organizing Domestic Government Apparatus Certification. (3). Developing the Competence of Domestic Government Apparatuses.

3.2. Supervisory Leadership Training Education Planning

Arranging human resource requirements in government organizations, with clear requirements to be met according to what the organization requires, and following the objectives of the organization effectively and efficiently. Pratama, E. Yuda., et al., (2019). The preparation of a plan for training and supervising leadership education, for supervisors, assistants, and participants in supervisory leadership training while participating in the study, is as follows:

- a. Leadership Training Education Planning Mechanism for implementation by Accredited Training Institutions, which have been regulated and mapped out the need for implementation on an ongoing basis, and submit a letter of notification of readiness to the Head of the state administration agency through the deputy in charge of affairs in the field of competency development policy no later than 3 weeks before implementation
- b. Participation and Education Personnel as Administrative Requirements for civil servants with the lowest rank and last class of level I junior administrator and class III/b class or functional position equivalent to the rank of level I junior administrator with class III/b class with Executive Position or Supervisory Position or The functional position is equivalent to the Executing Position or the Supervisory Position where in the Executive Position with the rank and class of level I young administrator room with class III/b who has worked as a Civil Servant for at least 2 years, who does not hold the Supervisory Position, must pass the selection candidates.
- c. Supervisory leadership training education curriculum, with the activity phase of formulating training education and training objectives and determining the curriculum or Learning Program Design. With activities that aim to determine knowledge, and abilities that must be possessed by students after completing education and training activities. Ardiana, T. Eka., (2018). The formulation of objectives carried out in the Ministry of Home Affairs' human resource training education is guided by the Regulation of the Head of State Administration Institutions of the Republic of Indonesia 1005/K.1/PDP.07/2019 concerning Guidelines for Organizing Supervisory Leadership Training. Education and Training Curriculum Tk. II, Tk. III and Tk. IV as well as basic training for prospective civil servants using the curriculum published by the Republic of Indonesia's state administrative institutions
- d. Supervisory leadership training educational facilities. Establish a place or class for the learning process. Based on the criteria for selecting a learning location, the availability of the required facilities and amenities following the skills to be taught, to several students. The implementation uses predetermined facilities with study rooms that are used as follows: (1) Classes that can accommodate 40 students. (2). Large classes that can accommodate 45 students or more. (3). Computer Laboratory 1 class with a capacity of 35 people. (4). Multimedia Laboratory 1 class with a capacity of 35 people. (5). Multipurpose room with a capacity of 100 people

3.3. Organization of Supervisory Leadership Training Education

Meetings for the Distribution of Organizing Tasks, Assignments of Participants are carried out by authorized officials in each agency following the provisions. Dukalang, Lisnawaty., (2020). Assignment of Learners by authorized officials, including written approval from the authorized institution. During the implementation, students must follow the learning process in class. Participants must bring a letter of assignment to attend education and training. Participant employee status when participating in the learning process at the off workplace, Participants return to carrying out their full position duties after completing the training. Participants from State Officials, Practitioners, Civil Servants, Academics, or other Officials, are assigned according to the field and the needs of the position.

Schedule distribution of supervisory leadership training implementation to review the progress of achievements and identify obstacles in the implementation of activities. Implementation of supervisory leadership training education in the previous batch, and at the same time to be able to formulate strategies to overcome problems, and obstacles to support

the achievement of goals. Sutanto, I. Tjipto., et al., (2018). Implementation of Implementation Guidance Activities consisting of a series of activities as follows

- a. Meetings for the division of education schedules for supervisory leadership training, which are carried out online within 5 months, attended by Provincial working groups and Regency and City working groups. Meetings are held after online technical guidance, with a minimum number of meeting organizers four times with a predetermined theme, and can be added according to the needs of each region. The technical meeting is coordinated by a residential property planning expert.
- b. Supervision leadership training education work meetings, held four times within five months, technical guidance is carried out during the implementation of the Technical Meeting activities, up to before the preparation of the final report.
- c. Coordination meetings are held once in the middle of the year by inviting all Regency and City officials in one province to consolidate annual implementation guidance activities and review Provincial and Regency City working groups. Wairooy, Ali., (2017). The schedule for the implementation of the Coordination Meeting of the Provincial working groups adjusts to the Synchronization of Activities of the Regional Centers at the end of the year.
- d. Advocacy to Regencies and Cities is carried out once after the Supervisory leadership training is carried out at the Provincial working group coordination meeting which is held in August - September every year
- e. Compilation and collection of data on activities that have been carried out during the program, to make a written report to the provincial regional secretary which is submitted at the end of the activity

3.4. Implementation of Supervisory Leadership Training Education Hambatan Dalam Pendidikan Pelatihan Kepemimpinan Pengawas

In carrying out education and training activities, the Regional Government, which cooperates with human resource education and training, sends students who have met the requirements and qualifications. Windiatmoko, Gentur., et al., (2019). Participants consist of civil servants who have met the qualifications through an assignment letter addressed to the committee via email.

- a. Coordinate the Implementation Plan for supervisory leadership training education. Field study activities as the implementation of training programs in supervisory leadership to improve the ability of participants to achieve organizational excellence who have achievements in program management to support the leadership process in improving official performance.
- b. Conducting field study activities on leadership training for civil servant supervisors batch III and IV, focused on the goals and objectives to be achieved, including (1). Can identify best practice program management (2). D Develop lessons learned from best practice (3). Adopt best practice (4). Adapting best practices
- c. Learning scenarios can actualize the leadership agenda in excellent service. To be able to provide additional lessons to training participants related to the organizational analysis of strategic service issues. Kadir., and Mulyadi., (2019). Constraints, and causal factors, ideas for change in solving problems by applying problem analysis in management. Able to think strategically, creatively, and innovatively in public service, and build an effective work team to carry out every public service activity. With leadership in the implementation and application of serving, supervisors produce optimal public services.

- d. The objectives to be achieved from the implementation of field studies are: (1). Participants can identify problems related to service quality in work units and work units (2). Participants better understand the meaning of excellent service as part of service performance (3). Training participants to carry out productive activities through group discussions, and papers on the results of cooperative field studies (4). Participants can find ideas to improve the implementation of excellent service in work units to improve job performance (5). Participants can increase their prestige in managing the best program of activities and services in the organization of each work unit

3.5. Barriers to Supervisory Leadership Training Education

Problems that often arise as obstacles to Education Management Supervisory Leadership Training are as follows:

- a. The aspect of students in motivating education and training participants in participating in activities is not only limited to being able to improve careers in positions, such actions have not been maximized in implementing program activities for changes in improving job performance.
- b. In the aspect of leadership, not all leaders can organize career positions in divisions or departments. Aditia, Yanuar, Chandra, et al., (2015). They can understand the objectives of training education in leadership according to the curriculum issued by the Republic of Indonesia's state administration.
- c. Organizational aspects in change or through position rotation in determining leadership, especially in government organizations and in other institutions. Can move quickly which has an impact on excellent service, and runs with implementation for changes in all aspects of the organizational environment.
- d. Policy aspects in determining career positions can transfer or transfer functions to education and training participants who graduate and can be transferred by the leadership to be promoted to other departments as an act of change so that it is complete in deciding policies

4. Conclusions and Suggestion

4.1. Conclusion

Based on the findings and discussion above regarding leadership management and supervision in improving the performance of regional officials. Several conclusions can be drawn, namely as follows:

- a. Planning in the implementation of education and training for supervisory leadership in improving position performance and implementation of actions for change within the Ministry of Home Affairs' organizational environment has been maximized in terms of preparing administrative readiness for the implementation of the education. In recruiting training participants, the Indonesian Ministry of Home Affairs, Bandung City, was not involved in accepting training participants who were ready to be educated in the training.
- b. Organizing training for supervisory leadership in improving the quality of job performance in implementing change actions within the Ministry of Home Affairs is very important, in each work unit according to the duties and roles of each job assignment. The purpose of organizing is to achieve the implementation of services for education and training participants according to the Standard Operational guidelines, which have been determined. The organization carried out by the

Indonesian Ministry of Home Affairs for the Bandung Regional, running through the hierarchy and coordination lines can proceed according to the procedure.

- c. Implementation of education and training to improve the quality of supervisory leadership in improving the quality of job performance, and in implementing change actions within the Indonesian Ministry of Home Affairs Bandung Regional has been optimal, with educational, learning, and parenting patterns. Focusing on developing mental personality and attitudes in education and training, it is hoped that ethics, discipline, assertiveness, responsibility, and personality reflect civil servants can be trusted as servants of the state. The learning process carried out in pre-service training is still classical with less varied learning methods that have not empowered the potential of the institution.
- d. Obstacles in supervisory leadership training to improve the quality of job performance following the implementation of change actions within the Ministry of Home Affairs, it is still difficult to measure the extent of the competence of teaching staff, tutorials for achieving success in delivering learning material, knowing the extent of superior support, and learning mentors for training education participants in implementation for change action, Knowing the extent to which participants can understand the material that has been conveyed, knowing cognitive, affective and psychomotor development and measuring the success and achievement of targets as expected.

4.2. Suggestion

Based on the findings in the field, and conclusions, it can be recommended in the form of suggestions as follows:

- a. Educators, tutorials and educational staff, and students should have an attitude based on theological, ethical, aesthetic, logical, physical-physiological, and teleological values, so they will have graduates with high-quality performance. Coordination in the implementation of education and training should be improved so that there are no mistakes in the implementation to create a harmonious relationship between work units
- b. For organizers of education and training regarding very complex problems, and challenging but can be used as opportunities to improve the quality of job performance through positive actions based on cognitive, affective, and psychomotor values. Able to maintain and establish cooperation with related agencies to improve the quality of graduates.
- c. For government agencies, the monitoring and evaluation should be carried out in an objective, transparent, and accountable manner, so that they will have quality graduates, clear outputs, and outcomes in carrying out the duties of educators. So that the goal of achieving graduate quality can be achieved as planned, it is suggested that the evaluation should be carried out objectively, transparently, and accountable.

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