

Administrator Leadership Training at the Regional BPSDM of West Nusa Tenggara Province in terms of Planning Aspects

Ulpah¹, Sudirman¹, Asrin¹

¹ *University of Mataram*

Jl. Majapahit No. 62 Mataram, Nusa Tenggara Barat, Indonesia

DOI: [10.22178/pos.83-5](https://doi.org/10.22178/pos.83-5)

LCC Subject Category: L7-991

Received 21.06.2022

Accepted 25.07.2022

Published online 31.07.2022

Corresponding Author:

Sudirman

sudirman_fkip@unram.ac.id

© 2022 The Author. This article is licensed under a [Creative Commons](https://creativecommons.org/licenses/by/4.0/)

Attribution 4.0 License. 

Abstract. This study aimed to identify and explain the planning for implementing administrator leadership training at the Regional BPSDM of West Nusa Tenggara Province. This study uses a qualitative research type utilising a case study approach. Sources of data in this study use primary data sources and secondary data. They collect data in this study using observation techniques, interviews, and documentation. Data analysis is based on data collection, data display, and checking the validity of the data using the test of credibility, transferability, dependability, and confirmability. The results showed that the planning process for administrator leadership training includes: an analysis of training needs, participation, training personnel, facilities and funding.

Keywords: planning; training; leadership.

INTRODUCTION

Improving the quality of human resources, especially the State Civil Apparatus (SCA), is very important [1] because SCA is the main element of the country's human resources, which has a very decisive role in the progress of the nation. So creative, innovative and professional staff are needed to carry out government and development tasks. Success in government administration and development cannot be separated from the SCA role. Therefore, it is necessary to effectively manage the government apparatus's human resources (civil servants). Their competence can be developed through education and training.

Every SCA with an echelon III position must have managerial competence that can be measured through the level of education, structural or management training, and leadership experience. The product of the education and training process is output – alums of training participants. The product's benefits are in the form of outcome – the effect of training on the actual performance of a training participant.

An administration official will needed who is responsible for leading the implementation of all public service activities and government admin-

istration and development for the sustainability of organisational units. Namely, in improving the performance of administrative units carried out by supervisory officials and implementing officials in providing public services. Since employees are important assets of organisations/agencies engaged in services that rely on the employees' productivity level, employees are required to optimise their productivity.

Public services that are managed and controlled correctly are an integral part of improving the quality of organisational unit performance [4]. The figure of administrator who can play this role is an official who meets the criteria of performance management leadership. It can be realised through education and training of administrator leadership, a form of structural leadership training.

The Government Regulation (No 17, 2017) concerning Civil Service Management stipulates that to be appointed to the administrator position must have qualifications through structural training in administrator leadership. Through the Regulation (No 16, 2019) concerning Administrator Leadership Training (ATL), it is explained that ATL is an activity in improving the expertise or competence of performance management

leadership in the form of skills, knowledge, and behavioural attitudes that can be observed, measured and developed in carrying out the duties of their position as administration officials. The objective of the ATL is for echelon III structural officials to demonstrate their performance in leading and designing a change related to the policy direction of sectors, regions, and national strategic issues.

ATL is an effort to improve managerial competence for administrator officials to meet the competency standards of the position and actualise their competence in performance leadership and performance management by their areas of expertise and duties by doing four basic things. Namely, innovation, collaboration, and optimising all potential internal and external resources to improve organisational performance, government administration and agency development.

The Provincial Government of West Nusa Tenggara is one of the provinces that carries out Level III ATL for echelon III structural positions. Organising the training includes planning, preparation, implementation and evaluation, which becomes a unified activity/work and is carried out in the training performance.

The management of the ATL starts from the process of forming the committee.

The composition of the organising committee for organising the ALT was 13 people with 11 positions on the committee, namely: person in charge, chairman, secretary, members of technical affairs and general administration, and members with experience in the preparation of infrastructure facilities.

The training was carried out at the Regional Human Resources Development Agency (Regional BPSDM). There are 32 participants in the 2021 Training with the following details: Mataram City – 5, West Sumbawa – 2, Dompu – 4, Bima – 15, West Lombok Regency – 5, NTB Provincial KPU office – 1 person.

The expectations expressed in the ALT are:

- training of echelon III officials (administrators);
- administrator officials who can knowledge, skills, and behavioural attitudes to carry out the duties of their positions;
- administrator officials who understand the concepts of service and work control, understand

the ability to formulate, perform, innovate, adopt and adapt service leadership and work control;

- administrator officials can develop the character and behaviour of Pancasila, which integrity, upholding bureaucratic ethics with a national perspective, and being responsible for leading all public service activities in its agency units.

Training management is an effort to ensure the training process runs according to predetermined expectations. The primary functions in managing ALT are planning, preparing, implementing, and supervising/controlling, which have been regulated in the manual for implementing ALT. Based on the report on the implementation of the ALT in 2021 shows several obstacles that occur so that these activities are optimal:

- the lack of coordination between the committee and the fields involved in the implementation of the training;
- the lack of facilities and infrastructure. The fatal thing is that there are 76 confirmed positive Covid-19 participants in the Basic Training CPNS NTB Province. The head of the NTB Province BPSDM decided to return the ALT participants to their respective institutions and continue virtual (online) training activities through zoom meetings.

Therefore, there is a need for improvements that must be made by the implementing committee for the ALT so that it can minimise obstacles that might occur in the future. All 32 participants in 2021 were declared to have passed with a satisfactory average graduation qualification of 26 people and very acceptable as many as six people.

The success of the ALT program in the NTB Province Regional BPSDM is the commitment of the entire implementing committee to managing the process of the training activities. Through a stringent management process, the obstacles that occur can be adequately handled by the ALT Committee to get satisfactory results and implement the training as expected.

Based on this, researchers are interested in describing the planning, implementation, and evaluation of the performance of ALT. This study aims to determine and explain the planning for implementing ALT in BPSDM West Nusa Tenggara Province.

METHODS

This research was conducted at the Regional Human Resources Development Agency (BPSDM Daerah), Mataram City, NTB. This research uses a descriptive qualitative design, which produces descriptive data in the form of written or spoken words from people or behaviours that can be observed. This study used three stages: description, reduction and selection.

The data in this study consists of two types, namely primary and secondary data. Primary data is information obtained by a researcher directly from respondents, while secondary data is information obtained by a researcher from oral and written sources [10]. The data of this research are data regarding the management of ALT at the NTB Regional BPSDM, including training planning, implementation and evaluation.

Data collection in qualitative research use three ways: observation, interview, and documentation. Qualitative data analysis takes place during the data collection process rather than after the completion of data collection. Data collection flows of concurrent activities are data collection, data display (data presentation), data reduction (data reduction) and conclusion drawing/verification (concluding). The data that has been collected needs to be tested for validity. Techniques in testing the validity of the test credibility, transferability, dependability, and confirmability.

RESULTS AND DISCUSSION

Preparation of ALT activities. It begins with looking at the needs of each OPD in the province and the Regency(City) by coordinating with the fields involved in the BPSDMD NTB Province.

The steps are not from the LAN's general education and training guidelines. Coordination is a form of the initial planning for the implementation of ALT, where planning is the process of determining objectives and implementation guidelines by choosing the best from the available alternatives, such as selecting goals, policies, procedures, and programs [6].

Coordination in the ALT involves 13 work units, namely:

- 1) Head of BPSDM Ntb Province;
- 2) Secretary of the Agency;

- 3) Head of Competency Certification and Institutional Management;
- 4) Head of Technical Competency Development;
- 5) Head of Managerial and Functional Competency Development;
- 6) Sub-field of Standardisation of Learning Devices;
- 7) Sub-field of Planning for Development of Functional Management Competencies and institutional management;
- 8) Sub-field of development of Managerial and Functional Competencies managerial and functional competencies;
- 9) Program and Finance Subdivisions;
- 10) Training implementation team;
- 11) Curriculum drafting team;
- 12) Evaluation instrument drafting team and learning outcomes;
- 13) Teaching material drafting team.

Planning for ALT at BPSDMD NTB Province includes an analysis of training needs, participation, personnel, facilities and funding. The initial process in planning is an analysis of the competency needs of human resources within the Civil Service environment because the rank, class and position of employees will affect their productivity. Needs analysis in the planning process of ALT at BPSDMD NTB Province is carried out every year, intended for implementation the following year. A needs analysis is carried out if the need exists. Determination of conditions must be based on proper analysis because the implementation of training requires a large number of funds [8].

Each of these units conducted a needs analysis to ensure echelon III officials from each Regency/City Region in NTB participate in the Administrative Leadership Training. Needs analysis is the initial training/education management process to determine goals, identify inequalities between targets and reality, and set action priorities in training activities [9]. Analysis of training needs is oriented towards the interests of (prospective) participants, not solely to the interests of organising training programs [7]. Because basically, the outcomes that will be produced in training are in the form of characteristics or profiles of prospective study participants, identification of gaps, identification of needs and detailed task analysis based on needs [3]. Training needs include special training needs consulted with ex-

perts, and training objectives reflect specific training needs [8].

The implementation of ALT requires a core committee as the training manager. Where the committee's duties as managers are [5]:

- (1) Take care of training needs,
- (2) Develop training policies and procedures,
- (3) Manage training budgets,
- (4) Develop and implement training administration,
- (5) Research appropriate training methods to be applied,
- (6) Prepare training facilities and equipment,
- (7) Analyse and improve training systems.

The organising committee was by the decision of the Governor of NTB No. 239-100 of 2021 concerning the formation of an implementing committee for implementing ALT within the scope of district/city governments throughout NTB. The contribution pattern for the 2021 fiscal year stipulates as many as 12 members of the committee, namely:

1. Head of the Regional BPSDM of the Province of NTB – Person in Charge.
2. Head of the Division of managerial competence development of the NTB Province BPSDMD – Chairman of the ALT Organizer.
3. Head of Sub-Division Development of Leadership Competencies of BPSDMD NTB Province – Secretary.
4. Implementers in Competency Development of the NTB Province BPSDMD – Four members.
5. Implementers at BPSDMD NTB Province – four picket officers.
6. Implementers at the People's Welfare Bureau of the NTB Provincial Secretariat – gymnastics Instructor.

The planning process will occur once the budget has been set, where ALT is carried out in a contribution pattern of RP. 22,125,000 per person from each agency to be deposited into the regional treasury sent through the account of the provincial BPSDM revenue treasurer of the NTB province. All of these budgets are allocated according to professional needs.

Authors [9] stated that the components of the training budget include:

- personal: widyaiswara, resource persons, training participants, organising committee, and assistant officers;

- facilities: building/training room complete with facilities and infrastructure, work practice room/laboratory, a field for outbound;

- training teaching materials: books, modules, teaching materials, papers, handouts, stationery, and practice materials;

- supporting tools: computers, copiers, and LCD projectors;

- transportation, consumption, and accommodation: participants' travel costs, widyaiswara's transport, rental of vehicles for shuttles, consumption for participants, widyaiswara, committees, and other people involved in organising the training, and preparing accommodation for hostel accommodation for participants and widyaiswara;

- others: equipment/facility maintenance, health care, insurance.

The Head of BPSDMD of NTB Province is responsible for the success of ALT events.

In the process, the person in charge of the ALT organiser will call the training participants per the number of participants proposed by the authorised officials and meet the requirements set.

The participants of the ALT Batch I 2021 in the scope of the Regency (City) throughout the Province of NTB were attended 32 people: 5 – from Mataram City, 15 – from Bima City, 5 – from West Lombok Regency, 4 – from Dompu Regency, 2 – West Sumbawa Regency, and 1 – the NTB Provincial KPU Office.

Exceeding the minimum number that has been set, there is no need to make written approval from the head of the LAN for implementation decisions. Of the 32 participants who took part in the ALT, they were from different agencies, namely cross-ministerial, cross-institutional and cross-regional. Recruitment of trainees can be the key to determining the success of the next step in training [5], so the recruitment of participants must complete the requirements that have been set.

Participants of the ALT within the district/city of the Province of NTB batch 1 for the 2021 Fiscal Year have the following requirements:

- participant has the potential to be developed as evidenced by the appropriate documents;
- participant has technical competence in the structural position to be occupied, as evidenced by the appropriate documents;

- participant's rank in the minimum group is Kindergarten I – III/d;

- participant able to communicate in English as evidenced by a certificate of Educational testing service test of English for international communication (ETS TOEIC) with a minimum score of 425, or international based test of English as a foreign language (IBT TOEFL) with a minimum score of 35, or international English language testing system (IELTS) with a minimum score of 4.5, or the State Administration agency English Communication Skills for Civil Service Test (LAN ECSCS Test) with a minimum score of 75.

For participants who have not held echelon III structural positions, it is recommended by Baperjakat Agencies to make changes to the echelon III uni.

The trainees' learning experiences (outcomes) are reflected in the workers' skills, knowledge and abilities. Training is said to be effective if the movement results are by the trainees' duties and valuable in their job duties [2].

The follow-up letter of the NTB Regional Secretary (No 800/151/BPSDMD/PKM/2021), where the documentation requirements that ALT participants must bring are:

- 1) photocopy of appointment decree in the last position;
- 2) letter of assignment from an authorised official or official of the supervisory service (PPK) of government agencies as early as participants;
- 3) health information from government doctors, drug-free information and prohibited oats from authorised institutions;
- 4) Covid-19 free information as evidenced by a Non-reactive/ negative certificate (Rapid Antigen Test);
- 5) a statement of willingness to comply with the applicable provisions during the implementation of the ALT and is not in the period of prohibition from participating in the ALT. This statement is stated in the form of facts;
- 6) a letter of assignment to follow the ALT as well as a statement of duty-free at the time of on-campus signed by the Regional Secretary;
- 7) a colour photo with a red background wearing white clothes with sizes 3x4 and 4x6 each three sheets;
- 8) biodata of ALT candidates to be filled out through google form.

ALT must be attended by a minimum of 30 people and a maximum of 40 people. Where these provisions have been set by the State Administrative Institution (LAN) and attached to the ALT implementation guidelines issued by the LAN, suppose the participants exceed the minimum and maximum numbers. In that case, the efforts made as an action by the organising committee are to exercise discretion by writing to the LAN.

Types of training personnel in ALT are teaching staff which include resource persons, widyaiswara, mentors and coaches. All training staff who will teach, educate, foster, guide and train ALT participants are professionals and must meet all the requirements of the LAN.

Namely, resource persons or lecturers are State Officials, Practitioners, SCA, Employees/Members of the Indonesian National Armed Forces, Indonesian National Police, Academics, or Officials of BUMN/BUMD.

Requirements ALT staff who are widyaiswara must have competency certification to teach at the ALT. Widyaiswara as a teacher, must pay attention to the principles of teaching, namely [2];

- 1) pay attention to the relationship between interests and values possessed by participants to generate learning motivation;
- 2) can demonstrate new behavioural models that can be witnessed and imitated by trainees;
- 3) apply open communication.

While the resource persons, experts, and other practitioners have:

- 1) the ability in learning management as indicated by appropriate qualifications, experience and expertise in the ALT program;
- 2) the ability to master the substance of the training subjects is indicated by qualifications, experience, and teaching skills.

The task of a resource person or speaker is to convey information to participants by paying attention to competencies and qualifications by learning needs. The Material Supervisor, who is Widyaiswara, is in charge of facilitating the learning process and has received an assignment from the head of the organising training institution, Widyaiswara as the material supervisor has competence, experience, and expertise in the learning needs of ALT. The most important thing for Widyaiswara is to form the participants' misguided personalities through communicated upbringing, both verbally and non-verbally [2].

The supervisor (Coaches and Mentors) are by their respective duties and functions:

- supervisor explores the potential of participants to carry out learning guidance on Organizational Performance Change Action and get assignments from the leaders of the organising training institutions;
- supervisor is in charge of guiding the participants during the implementation of the off-campus stage.

Mentors are the participants' direct superiors, while coaches are mentors who have competence in (1) equipping participants with the necessary competencies during the off-campus stage; (2) motivating participants through consultation during off-campus implementation.

The ALT facility must be responsive between the needs and the pandemic conditions. So that the procurement of infrastructure needed to organise ALT, among others, are as follows: hall, classrooms, discussion/seminar rooms, computer room, learning facilities by utilising information technology: e-learning applications, video conferencing or other information technology according to learning needs, secretariat room, fitness room, participant dormitory, training staff homestead, library, dining room, sports facilities, entertainment facilities, health units/polyclinics, places of worship. The provision of facilities/facilities and infrastructure is the task of the secretariat of the Agency at BPSDMD NTB Province.

The implementation of ALT use facilities that include: study tables and chairs, whiteboards, flip-charts, sound system, television and video, OHP /OHT, recorder, computer/laptop, LCD projector, network (wi-fi), reference book, mod-

ule/teaching materials, multimedia technology for e-learning.

CONCLUSIONS

The planning process for the ALT at BPSDMD NTB Province includes an analysis of training needs, participation, training personnel, facilities and funding. All elements involved in the ALT training are NTB BPSDMD members who coordinate and conduct a needs analysis for employees taking part in the ALT from echelon III. Before the planning process, the head of BPSDMD coordinates with each sector involved in the ALT. Committees and budgets are essential points in the ALT implementation process.

Planning will take place once the budget is set. Because the budget is the most critical factor in meeting all the needs in implementing the ALT, the funding is allocated according to proportional needs.

Training personnel in ALT are teaching staff which include: resource persons, widyaiswara, mentors, and coaches. The task of a Resource Person or Lecturer is to convey information to participants by paying attention to competencies and qualifications that are by learning needs. The widyaiswara is tasked with facilitating the learning process and has received an assignment from the leadership of the training organisation. The Advisors (Coach and Mentor) explore the potential of Participants to carry out learning to mentor for Action Changes in Organizational Performance and get assignments from the leadership of the training institution.

REFERENCES

1. Asmui, A., Sudirman, S., & Sridana, S. (2019). Peran Kompetensi Manajerial Kepala Sekolah Dalam Peningkatan Profesionalisme Guru [The role of principals' managerial competence in improving teachers' professionalism]. *Jurnal Ilmiah Profesi Pendidikan*, 4(1), 61-66. doi: [10.29303/jipp.v4i1.81](https://doi.org/10.29303/jipp.v4i1.81)
2. Basri, H., & Rusdiana, A. (2015). *Manajemen Pendidikan dan Pelatihan* [Education and Training Management]. N. d.: Pustaka Setia.
3. Chan, J. F. (2010). *Training fundamentals*. San Francisco: Pfeiffer.
4. Hidayat, R., Sridana, N., & Sudirman, S. (2016). Pengaruh Kepuasan Kerja Dan Komitmen Organisasi Terhadap Kinerja Guru SMK Negeri Di Kota Mataram [The effect of job satisfaction and organisational commitment on the performance of public high school teachers in Mataram city]. *Jurnal Ilmiah Profesi Pendidikan*, 1(2), 198-210. doi: [10.29303/jipp.v1i2.15](https://doi.org/10.29303/jipp.v1i2.15)

5. Kamil, M. (2012). *Model Pendidikan dan Pelatihan (Konsep dan Aplikasi)* [Education and Training Models (Concepts and Applications)]. Bandung: Alfabeta.
6. Marno, Supriyatno, T., & Mifka, A. (2008). *Manajemen dan kepemimpinan pendidikan islam* [Islamic education leadership and management]. Bandung: Refika Aditama
7. Mujiman, H. (2006). *Manajemen Pelatihan Berbasis Belajar Mandiri* [Training Management Based on Self-Study]. Yogyakarta: Pustaka Pelajar.
8. Rusman, M. (2021). *Manajemen Kurikulum Pendidikan dan Pelatihan: Kosep, Pengembangan, dan Evaluasi* [Curriculum Management for Education and Training: Concept, Development, and Evaluation]. N. d.: Raja Grafindo Persada.
9. Sedarmayanti, H., & Gunawan, S. (2020). *Perencanaan, Pemantauan, dan Evaluasi Pendidikan dan Pelatihan (DIKLAT)* [Planning, Monitoring, and Evaluation of Education and Training (DIKLAT)]. N. d.: Refika Aditama.
10. Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* [Quantitative, Qualitative, and R&D Research Methods]. Bandung: Alfabet.