

Training Model To Improve Competency State Civil Apparatus Supervisory Officer

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Abstract.

Due to the development of technology and organizational needs, the competence of the State Civil Apparatus has increased significantly, necessitating the adjustment of improvement techniques. Furthermore, the lack of a role for the sending agency in training continues to be an impediment to the intersperity between competence needs and the implementation system. This research focuses on how the competency-based training model is applied, as well as the function and impact of supervisory authorities' training results on enhancing performance. This study uses a combination of qualitative and quantitative methods to obtain results that are relevant to the needs, and it was conducted at the State Administration Agency's Center for Training and Development and Competency Mapping of State Civil Apparatus with alumni research training supervisory officials in 2018, 2019, and 2020. According to the findings of the study, the training has not taken advantage of technological advancements or maximized the role of the sending agency, so there are still difficulties and limits in its execution, particularly in terms of location and time. To meet these issues, a training model must be developed that focuses on ensuring the organizer's competency.

Keywords : *Community participation, fulfillment of educational facilities and primary schools*

1. INTRODUCTION

Human resource development in the State Civil Apparatus (ASN) has significant obstacles, including rapid changes in numerous aspects and demands from a community that is becoming increasingly sensitive and reactive to services. Global competitiveness is another factor that determines the changes that occur. As a result, the development of Apparatus Resources is required as a response to the challenge, because many good organizations have underperformed in recent years due to ineffective and efficient human resources, according to townsend and Wilkinson (2010) and Okoye and Ezejiofor (2013) in labola (2019).

The Ministry of Civil Apparatus Utilization and Bureaucratic Reform's 2019 evaluation of supervisory officials' professionalism is still in the low category, with a score of 63.83, and the number of graduates training supervisory officials nationally between 2018 and 2020 is 27,709 graduates. Human resource quality improvement is a requirement for both large and small businesses. Quality can be improved through educational activities and training, with the goal of education should be to develop knowledge and training should be to develop the organization's capabilities and work

skills. Human resource development is fundamentally an endeavor to boost competitiveness in the respond to environmental challenges, as well as an effort to boost innovative capacity to create opportunities. Based on this perspective, competency development should be a forum for individuals, systems, and organizations to improve worker competence through training, education, and development programs in a planned and sustainable manner (Noe, 2008). Jumawan (2015) in general, multiple factors must be addressed in order to achieve optimal human resource development, including: 1) human resource selection based on needs; 2) human resource development based on needs; and connect organizational needs with personnel abilities; 3) provide adequate facilities, infrastructure, and technology; 4) Commitment. The topic is intriguing, thus the question arises as to how the supervisory position training policy relates to the competency needs of supervisory officials, and how the design strategy and conceptual development of training policies contribute to developing competence, how training is implemented to improve the competence of the state civil apparatus, the function of training in enhancing competency, and the outcomes and influence of training on enhancing the performance of its agencies

II. METHODS

The objectives of this paper is to examine into training programs to improve the competency of the state civil apparatus, hence the research methodologies employed are a mix of qualitative and quantitative methodologies. Mixed research, according to Creswell (2015), is a research methodology that integrates qualitative and quantitative research. Mixed methods research, according to Sugiyono (2010), are research methods that mix quantitative and qualitative approaches to be utilized together in a research activity in order to generate more comprehensive, valid, reliable, and objective data.

The qualitative approach to analyzing training policies and their execution is thought to be the most appropriate because it can provide a thorough picture of reality in terms of policy and training implementation. Quantitative methodologies were utilized to assess the performance of training instructors and the effects of training. This method involves utilizing an excel program to process questionnaire data in order to calculate the percentage value of the data. Quantitative data is directly processed using the available format before being inventoried and presented in the form of a recapitulation that may be interpreted directly.

III. RESULT AND DISCUSSION

A. RESULT

From 2008 to 2011, the policy with the concept approach "Leadership Competency Model" was used to train state civil apparatus supervisory personnel. From 2012 until the present, the training system has used the "Adaptive Leadership" approach to improve the competency of the apparatus. Leadership, according to

Heifetz (2009), is "the ability to mobilize people, and leaders should be able to differentiate between technical glitches and adaptive issues."

The advancement of technology, as well as its application, has prompted changes in the competencies that supervisory officials must possess, as well as the adjustment of such competencies, particularly in the mastery of information technology, the ability to use and apply information technology to support the work of the state's civil apparatus so that services can be delivered effectively and efficiently. The role of organizers and *widyaiswara* is required to carry out their tasks and functions appropriately in accordance with the aims to be reached, but the implementation of training organizers in the face of such changes has not been fully adjusted.

As a result, the organizer and facilitator must meet the competency qualification level for his role, despite the fact that the findings in the field were not able to meet and were not approved.

In an attempt to anticipate this, no level of competence has been established as a minimal capability that must be possessed in carrying out its duties, obligations, and authorities to organize, educate, teach, and/or train the state civil apparatus.

B. DISCUSSION

Education and training are efforts to improve the competence of the state civil service; they are also a kind of employee accountability in carrying out tasks and activities. Furthermore, competency development is a type of job that is focused on qualifications, competences, performance evaluations, and agency demands. As a result, capabilities measured through educational specialty, training, and job experience are referred to in career development.

State civil service training strives to increase competence in compliance with statutory regulations, thus it must be able to respond to the challenges and needs of the participants' organizations. According to *yulk* (2005), training and development refers to things including planned attempts to acquire mastery of skills, expertise, and attitudes among employees or members of the organization.

According to the above concept, state civil service training plays a critical role in developing the competency of organizations and individuals, resulting in more effective and efficient community services. Because the competencies put into training must be in accordance with needs and developments, training implementation is more than just policy-making; it must also come up with solutions to existing problems.

This is in line with *Yuniarsih and Suwatno's* (2011) concept of education and training, which states that it is the creation of an environment in which employees can acquire or learn specific attitudes, abilities, skills, knowledge, and behaviors related to work. According to the findings of the *Fillipeti* research (2018), the development of human resources through formal training occurs when employees are specifically assigned by the company to participate in training, either conducted internally or in

training institutions that become partners of the company. This development is required due to the demands of current or future work, as well as career development.

The purpose of state civil servants training is undoubtedly related to the process of developing capabilities that will improve the organization's performance, because training is one way to invest human capital capital to be more productive and innovative in increasing the organization's added value.

According to Becker's human capital theory, investing in training and improving human capital is as important as investing in other types of capital, according to Bado, et al. (2010). Furthermore, according to Lee (2012), skills, experience, and knowledge are critical to the organization because these allow it to be productive and adaptable.

The above-mentioned training results must undoubtedly be maintained, if not enhanced, by controlling the advancement of technology and its application. These changes can be made by creating a more effective and efficient training model, because the conventional and full classical training model, which involves participants from all parts of the Republic of Indonesia, will face challenges in its execution, affecting the results.

IV. CONCLUSION

Researchers can conclude, based on the research and discussion that has been prepared, that enhancing the competence of supervisory officials in order to meet the required competencies must be done through training, and that in the training that will be held, a new model that is adjusted to the needs of the organization's competence and its individuals is required.

Because the evaluation of the policy of organizing training of the state civil apparatus illustrates that the main objective in training is to improve competence and improve the performance of organizations, this model is a strategy to achieve the competencies needed by participants and their agencies.

Because training conditions must be adjusted to the advancement of technology and its application in order to achieve effective and efficient results, the necessary models must be designed with relevance between the implementation system and the needs of the organization in mind, so that supervisory officials' competence can be improved through training. In addition, as a method for providing excellent services to participants, the model must be executed professionally, accountable, effective, and efficient.

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