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Learning Management by Widyaiswara on Supervisor Leadership Training

Tasia Apriani[1*], Asep Saepudin[2], Iip Saripah[3]
[123]Universitas Pendidikan Indonesia
*Corresponding author, e-mail: tasiaapriani3004@upi.edu

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Abstract: This study aims to determine the management of Widyaiswara learning in the IX Leadership Training and Education class in 2021 at the PPSDM of the Ministry of Home Affairs Regional Bandung. The method used in this research is descriptive with a qualitative approach. Data was collected by direct observation, interviews and documentation studies. Testing the validity of the data is done by triangulation of sources, while the data analysis uses the techniques of reduction, display, and drawing conclusions. The results showed that 1) The planning that had been prepared by the widyaiswara was that the widyaiswara's motivation was optimal in collecting GBPP/SAP and teaching materials. 2) The implementation of learning uses an adult approach with lecture, discussion, role play, and brainstorming methods. Communication aids used such as loudspeakers and in focus, the learning process is carried out in the classroom and also outside the classroom (field learning practice). Motivation is done by making a commitment to study, ice breaking, and coffee breaks. 3) Learning evaluation is carried out through the provision of material assignments, discussions, and assessment of field learning outcomes, both in the form of pre-test and post-test.

Keywords: learning management, leadership, training.

Introduction

The State Civil Apparatus (ASN) has an important role in carrying out government duties and national development, besides that as an element of the State apparatus, ASN must carry out and carry out duties with full responsibility and professionalism good competence (Iriawan, 2018). The heigh competence of civil servants will affect their performance in carrying out their duties and providing services to the public (Ciobanu,2019). Therefore, the way that can be taken in creating resources that have good competence is through education and training programs. Sudjana (2010, 66) suggests the role of education outside of school is as a "complement, addition, and substitute for formal education". Non-formal education as an addition to formal education means adding new knowledge and skills related to the world of work that can be done through education and training (Shofwan, 2019).

The training itself has types and levels, including pre-service training and in-service training (Ndayimirije, 2020),. The in-service training consists of leadership training, functional training, and technical training (Iqbal, 2020). According to the Regulation of the Head of the State Administration Number 15 of 2011 concerning General Guidelines for the Implementation of Functional Education and Training. Chapter 1 article 1 paragraph (1) that "Functional Education and Training, hereinafter referred to as Functional Education and Training is training that provides knowledge and/or mastery of skills in the field of tasks related to functional positions of Civil Servants (PNS) so that they are able to carry out their duties and responsibilities professionally (Urooj, 2020).

Widyaiswara is a functional official who has the main task of educating, teaching, training (Dikjartih) including planning lessons, implementing learning, assessing learning processes and outcomes, conducting mentoring, and conducting research (Tuomikoski, 2020). Determining the quality of education and training, the success of the training in accordance with the objectives of the training, is determined by the professionalism of a Widyaiswara in managing learning(Gunawan, 2021). According to Nugraha (in Hamzah, 2014) "there is a positive and significant influence between the competence of widyaiswara learning management on the quality of learning services in the education and training institutions". This is because widyaiswara interact directly with participants during the learning process where the presence of Widyaiswara in learning cannot be replaced by other elements (Winarni, 2018). The high competence of learning management has an impact on the high enthusiasm of the training participants so that the knowledge gained is maximized (Turnbull, 2020).

The Head of LAN Regulation Number 5 of 2008 Chapter IV Article 6 concerning Widyaiswara Competency Standards that "Learning management competence is the ability that widyaiswara must have in planning, compiling, implementing, and evaluating learning". Learning management has a great weight, based on the Regulation of the Head of LAN No.5 of 2008 Chapter V Weighting and Assessment Article 10 states that the weight of the widyaiswara learning management competency assessment is 40%. The learning management competencies include, compiling Learning Program Outlines (GBPP)/Design for Education and Training Courses (RBPMD) and Learning Program Units (SAP)/Learning Plans (RP), compiling teaching materials, implementing adult learning, communicating effective with participants, motivate participants' enthusiasm for learning, and evaluate learning.

The human resource development center at Kemendagri Regional bandung is a technical implementation unit of the Ministry of Home Affairs which has the task of improving the service, quality, expertise, capabilities and skills of the State Civil Apparatus. As a government education and training institution, the human resource development center has the necessary competencies for increasing professionalism, developing knowledge, skills and attitudes, and being able to carry out their duties and roles as public servants. To achieve the success of education and training in accordance with these objectives, widyaiswara must have creativity and innovate in managing learning, starting from preparing Learning Program Outlines/Designing Education and Training Coursesand Learning Events Unit/Learning Plans, compiling teaching materials, to evaluating learning.

In its implementation in the field, there were no complaints from training participants regarding the implementation of learning carried out by Widyaiswara, this can be seen from the results of the evaluation sheet for Widyaiswara, besides that the approach to adult learning principles that is applied can be said to be optimal because there are still Widyaiswara who have creativity so that the learning atmosphere becomes tends to be active, besides that Widyaiswara always does planning, especially in the preparation of teaching materials, it is proven that learning modules are distributed 2 weeks before the training will be carried out. Based on these empirical conditions, it indicates that the management of widyaiswara learning has been running optimally. Based on the background of the problem, the author is interested in conducting research with the title Learning Management by Widyaiswara on The Leadership Training of Supervisor Batch VIII in 2021 at PPSDM Kemendagri Regional Bandung.

Method

This research is a qualitative research. Qualitative research is a form of research that has its own characteristics (Creswell, 2012). The method used is descriptive method. The purpose of using the descriptive method is to describe the state of the field and not to emphasize numbers. Bogdan and Biklen

(in Sugiyono, 2010, pp. 21-22) suggest five characteristics of qualitative research, namely "(1) Research conducted under natural conditions, (as opposed to an experiment), directly to the data source and the researcher is the key instrument, (2) Qualitative research is more descriptive. The data collected is in the form of words or pictures, so that it does not emphasize numbers, (3) Qualitative research emphasizes more on the process than on the product or outcome, (4) Qualitative research conducts data analysis inductively, (5) Qualitative research emphasizes meaning (data behind the observed)". This descriptive study aims to obtain a systematic, factual, and accurate description of the facts, characteristics, and relationships between the phenomena studied. Determination of participants or respondents in this study was done by purposive sampling technique. Purposive sampling is a technique of taking participants with certain considerations. Participants in this study were 2 training participants, 2 Widyaiswara and 2 training managers at the PPSDM Ministry of Home Affairs Regional Bandung. Validity testing is done by triangulation of sources, while data analysis uses reduction, display, and conclusion drawing techniques. Data source triangulation technique is a data validation method that uses something other than external data to validate or compare it to the data. The most widely used triangulation technique is to check through other sources.

Results and Discussion

Result

Based on the data obtained from the results of field interviews conducted to the training committee, Widyaiswara, and training participants, the researchers described it in the form of a description of the field results, in the form of a description of the results of each informant's interview including lesson planning, learning process, and learning evaluation as follows: related to planning for training and education, it includes the preparation of outlines of learning programs and units of learning events as well as compiling teaching materials. The results of the researcher's interview with the training participants regarding the preparation of the outlines of the learning program and the unit of learning events that this is the main requirement that must be done by Widyaiswara before teaching, because it is very important as a guide in teaching. Then, as is the case with making outlines of learning programs and units of learning events, the preparation of teaching materials is an important component in planning learning and training. Besides being able to be used as a learning resource for training participants, teaching materials are also a requirement for Widyaiswara to be able to teach in class, Widyaiswara are required to submit to the organizers before the training begins, then the committee distributes them to participants.

The second picture is the learning process, which includes: applying adult learning, conducting effective communication with training participants, and motivating participants' enthusiasm for learning. In general, the implementation of education and training has implemented an adult approach in increasing the active participation of participants during class learning, carried out by means of group discussions, presentations, given the opportunity to ask questions, and express opinions. To create interesting learning, Widyaiswara did this by showing short films adapted to the content of the material accompanied by playing games. In addition, sharing experiences is a form of adult learning, namely problem solving or cases packaged in group discussions. Widyaiswara as a facilitator must have good communication skills in conveying messages or information. The way that Widyaiswara does in building effective communication is by playing the style of language and intonation, recognizing the interlocutor, and adjusting to his needs. In adult learning, it is necessary to provide motivation to raise the spirit of the training participants and to lighten the atmosphere, the method used by Widyaiswara is by doing ice breaking, and this is done by Widyaiswara in three sessions, namely at the beginning, middle and end stages.

The last is to evaluate learning, which consists of the type of evaluation, the timing of the evaluation, the mechanism for the evaluation procedure, and the standard of assessment criteria. The types of evaluation used are pre test, post test, examination and field study assessment. Pre-test and post-test are carried out during class learning, namely at the beginning before learning and at the end after learning. Then regarding the assessment procedure carried out by Widyaiswara, namely in-class assessments such as exams and outside-class assessments such as practical assessments. For aspects assessed ranging from knowledge, skills and attitudes.

Discussion

Based on the results of the description that the researchers described earlier, that the management of learning by Widyaiswara by way of lesson planning, implementation of learning and evaluation of learning. According to Suryosubroto (in Gunawan, 2017) states that "in managing learning there are three activities and abilities that must be mastered by educators, namely: a) the ability to plan lessons, b) the ability to carry out the learning process, and c) the ability to evaluate learning. Planning is compiling the steps that will be carried out to achieve predetermined goals (Majid, 2011). Learning according to Mulyasa (2003) is essentially a process of interaction between students and their environment so that behavior changes for the better. There are three types of teaching materials compiled by Widyaiswara at the Class VIII Supervisory Leadership Training in 2021, namely printed teaching materials in the form of handouts, the next is the manufacture of screened materials or power points which are also made hard copies, and the last is in the form of films. The purpose of making a hard copy is to overcome unexpected obstacles such as blackouts or damaged electronic devices. The preparation of teaching materials is done by summarizing material from the module and teaching materials outside the module, so that Widyaiswara can innovate in developing teaching materials to serve as material reinforcement. In reality, there were no obstacles in terms of collection because Widyaiswara always provided teaching materials to the committee long before the time the training was to be held so that the committee also quickly gave them to the participants.

Kamil (2010) suggests that in carrying out the training the approach used is a participatory andragogic approach, namely by utilizing the experiences of training participants as a learning resource to be involved in planning, implementing, and evaluating training. In the implementation of learning based on the results of research on Supervisory Leadership Training that Widyaiswara in general have used the principles of adult learning, and the method used by Widyaiswara in increasing active participation of participants during learning is very good, namely by providing opportunities for training participants to ask questions, express opinions, conduct group discussions and make presentations. In addition to making the training participants more active, Widyaiswara also makes the learning process more interesting, namely by showing short films that are adapted to the content of the material, and accompanied by playing games. Another thing that makes learning interesting is the performance of a Widyaiswara in teaching and that has been done quite well. The communication used by Widyaiswara in the Supervisory Leadership Training is good, this can be seen from the Widyaiswara's performance in conveying messages that have been well received by the training participants. Then before the training begins, a learning commitment is always formed which is agreed and made jointly by the participants and the Widyaiswara. This commitment aims to smooth the learning process and increase motivation for participants, in breaking the atmosphere of Widyaiswara always combines it with ice breaking.

Hamalik (in Gunawan, 2017) said that learning evaluation is an evaluation of the teaching and learning process. Learning evaluation is directed at the components of the learning system. This means that evaluation includes starting from the input, process to the output of the learning. Based on the results of the study, learning evaluation was carried out using pre-test, post-test, test assignments, and also the assessment of the results of field learning practices. The evaluation carried out by Widyaiswara on the Supervisory Leadership Training was carried out during the learning process both in the classroom and during practice. In class, this is done through assignments and group discussions, while during practice through seminars on the results of field learning practices. The pre-test and post-test were carried out at the beginning and at the end of the lesson, the pre-test and post-test assessment formats were systematically prepared by the organizers so that when the learning took place Widyaiswara was only in charge of distributing them to the training participants. In addition to the assessment carried out by the Widyaiswara on the participants, the overall assessment was also carried out by the participants on the Widyaiswara in which a systematic assessment format has been provided by the organizer which is called the evaluation of the implementation of education and training.

Conclusion

Based on the results of research and discussion about the learning management by Widyaiswara on the leadership training of supervisor batch VIII in 2021 at PPSDM Kemendagri Regional Bandung it can be concluded that: learning planning includes aspects of compiling the outlines of learning programs and learning program units compiled by Widyaisawara at the Bandung Regional Ministry of Home Affairs PPSDM in fact already good, as evidenced by the high motivation of Widyaiswara in collecting outlines of learning programs and units of learning events as well as teaching materials that on time affects their

competence in fulfilling lesson plans. Then the implementation of learning that was applied by Widyaiswara in the form of applying adult learning, conducting effective communication with participants, and motivating the participants' enthusiasm for learning was quite good. And lastly, that the evaluation of learning by Widyaiswara on Supervisory Leadership Training by using pre-test, post-test, assignments, exams, and also the assessment of the results of field learning practices has been carried out as well as possible.

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