

IMPLEMENTATION OF LEADERSHIP FOR PROSPECTIVE GOVERNMENT OFFICERS TO DEVELOP LEADERSHIP COMPETENCY FOR STRUCTURAL OFFICERS

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Introduction

In general, the purpose of the Implementation of Training for the candidate's leadership the government is m engembangkan leadership competencies for pe handshake echelon that will be instrumental in carrying out the duties and functions of governance at the institution m the foreign one. The competencies that are built in leadership training are leadership competencies, namely the ability to describe the vision and mission of the agency into the agency program and lead the successful implementation of the program, which is indicated by the ability: (1) develop the character and attitude of integrity behavior in accordance with statutory regulations and the ability to uphold public ethics, adhere to values, norms, morality and be responsible in leading the institutional unit; (2) outlining the vision and mission of the agency into agency programs; (3) . collaborating internally and externally in managing agency programs towards the effectiveness and efficiency of program implementation; (4) innovating according to their respective duties in order to create more effective and efficient agency programs; (5) optimizing all potential internal and external resources of the organization in implementing its institutional unit programs (LAN RI, 2020: 11) .

Based on Presidential Regulation Number 57 of 2013, the State Administration Agency has the task of carrying out government tasks in the field of state administration in accordance with the provisions of the prevailing laws and regulations. In carrying out its duties LAN, carries out functions 1) To study and formulate certain national policies in the field of state administration; 2) Assessment of national administration in the areas of administrative reform, decentralization and regional autonomy policies, the state administration system and state administrative law; 3) Developing innovations in the State administration in the field of governance, public services, as well as institutional and apparatus resources; 4) Providing facilitation and guidance for the activities of government agencies in the field of state administration; 5) Development, quality assurance and implementation of education and training of state apparatus resources; 6) Fostering certain functional positions which become the authority of LAN in accordance with the provisions of laws and regulations; 7) Development of state administrative capacity; and 8) Fostering and administering administrative support in the implementation of its duties and functions.

Various efforts have been made to realize the implementation of the leadership training for structural officials, among others (1) the formation of education and training bodies in each region, both level I and level II, with the hope that the promoted candidate is ready to carry out the vision, mission, goals and programs that will be carried out. developed in a certain position., (2) preparing trainers or instructors where in the structure of their Education and Training Board they are known as Lecturers (WI)., (3) determining candidate participants, and (4) preparing a curriculum for training materials in it. There are teaching materials that are ready to be studied in this training.

Various problems encountered in this training pewujudkan who continue to be obstacles are material adjustments premises n field assignments because participants in the put the training participants umumn y a they come from various departments who of course need the expertise of the coach to make the perception of participants. In addition, the classification of task fields based on echelonization is a factor that requires carefulness by the trainers because they are aware that the ability of the trainer is trying to get into the various task expertise held by participants. Differences expertise that for example there are participants who are promoted to the field of education, there is directed to the field of health, there are the point to the post of agriculture, fisheries, marine, and there were promoted to positions related to the servicing publi k and or to the development policy of economic in each region. Efforts to unify participants' perceptions with the material provided by the trainer require structured teaching materials so that it can make it easier for participants to understand the topics provided in the leadership training.

In addition to m a one mentioned above, the crucial thing is the training body facing the direction of the president of RI, during the inauguration of the Mutual Cooperation Cabinet ministers who will change positions eselnisasi to functional. These two types of positions are certainly different in terms of their roles and functions. Structural positions are positions listed in hierarchical structures within the institution -lembaga government (RB Menpan Regulation No. 34.2018, Functional and Structural) , while the positions of functional is a post -jabatan technical professions specified in the agency -lembaga government.

Structural Position, sesuai to its name, the owner of this office is domiciled in the organizational structure. The structural position of each level from the level with the lowest structural position is echelon IVb, while the highest structural position is Echelon 1a. Civil servants with structural positions are required to carry out their duties and responsibilities in order to lead a K / L / PD organizational unit. Examples of PNS structural positions at the Central Government level are: Secretary General (Setjen), Director General (Dirjen), Head of Bureau, and Expert Staff. While examples of PNS structural positions at the Regional Government level are: regional secretary (Sekda), heads of services / agencies / offices, heads of sections, heads of fields, heads of sections, heads of sub-districts, secretaries of camat, lurah, and secretary of village heads. While jabatan Fungsional are positions that are not TERCantum in the organizational structure, but from the perspective of the duties and functions of his work can not be separated from the existence of organizational structure and indispensable. Examples of functional officers are the functional positions of auditors, researchers, teachers, teaching lecturers, archivists, drafters of laws and regulations, managers, educational laboratory institutions, motor vehicle examiners, and others.

As a result of this change in position in government, leadership training implementers make changes in teaching materials. This teaching material change is a sort of developing teaching materials so that in the framework of the preparation of this dissertation researchers want to design teaching materials designed leadership materials through instructional models, in which of the 38 types of instructional development models and one of them is a model elaboration.

The question is why to develop this teaching material an elaboration model? Reigeluth (1989) states that in learning development there are three choices, namely (1) learning organizing strategies, (2) learning delivery strategies, and (3) learning management strategies. Pengorganisasian strategy led to the organization of the material being studied, and the delivery strategy leads to learning methodology, whereas management strategies lead to the interaction between teachers and students as well as how the seating in the room or outside the room to learn a certain material. Thus it is clear the position of the teaching materials developed in relation to the strategy of organizing learning. One of them is the development of teaching materials

Another thing related to the selection of an elaboration model in the development of teaching materials because in developing teaching materials a theoretical basis is needed. The theory referred to is a theory related to design and learning models. In this teaching material development research, it will be designed through an elaboration model. The elaboration model is a learning organizing strategy characterized by starting learning from the presentation of content at the general level moving to the detailed level (elaborative sequence). Presentation at the general level according to Ausubel functions as ideational scaffolding (Ausubel, 1986: 96) or Reigeluth and Stein (1983: 381) states as anchoring knowledge Organizing the order of teaching content based on elaboration theory, starting with presenting a description of the most common things, most important and simplest of the knowledge content to be conveyed. The first dish is called the epitome (sari). This epitome differs from the summary in that it covers only a small portion of the most common and most important lesson content. Meanwhile, the summary generally summarizes most of the important parts. In the epitome, the contents of the teachings are presented at the application level, concrete and meaningful, while the summary generally presents abstractly.

In the new pattern of leadership training, the training eye for effective team building is one of the most important training courses, because in implementing change projects the participants must form an effective team. Building an effective team is not an easy thing, because in the process we are faced with several obstacles, both from internal and external factors. For this reason, training participants must be provided with sufficient supplies so that they can build an effective team.

Education and Training

According to Jan Bella, quoted by Hasibuan (2006: 70) states that: Education and training is a process of improving job skills both technical and managerial. Theory-oriented education, carried out in the classroom lasts a long time, and usually answers why. Practice-oriented exercises. Education and training according to Flippo quoted by Hasibuan (2006: 69), education is related to increasing knowledge and understanding of our environment as a whole, "whereas training is an effort to increase the knowledge and skills of an employee to do a certain job. Education and training have the same meaning as development which is a process of increasing work. Training can help employees to do work that is wrongly done as experience through guidance, it can also provide benefits for the organization in the form of practice for superiors and subordinates.

With the existence of education and training that has standards that are determined with the right techniques and methods, the objectives of the education and training can be achieved. The education and training targets are: (a) Work can be completed more quickly and accurately; (b) There is an increase in attitude and enthusiasm as a service which is oriented towards the interests of the community, nation and State; (c) Supervision can be reduced because employees are increasingly skilled in carrying out their duties; (d) cooperation between employees is further improved because

education and training provide training in working in teams; (e) Delegation of authority can be more easily given because employees have been provided with the necessary personnel provision. Education and training in its implementation aims to ensure harmony in the development of civil servants as well as arrangements for the implementation of job training which include planning activities, including planning in the budget, setting standards, granting accreditation, assessment and supervision.

Based on the definitions above, it can be concluded that education and training are efforts to provide additional skills and knowledge to employees with techniques and methods in accordance with the vision and mission of an organization, so that the completion of the given tasks can be completed effectively and efficiently and approaching standards. that has been established within the organization.

Leadership

Wahjosumidjo (1987: 11): The definition of leadership according to Wahjosumidjo is something inherent in a leader in the form of certain traits such as personality, ability and capability, leadership as a series of activities. a leader who cannot be separated from the position (position) and the style or behavior of the leader himself. Leadership is a process of interrelationships or interactions between leaders, followers and situations.

Sutarto (1998b: 25): According to Sutarto, the notion of leadership is a series of structuring activities in the form of the ability to influence other people's behavior is a certain situation so that they are willing to work together to achieve predetermined goals. Siagian: The definition of leadership according to SPSiagian is the ability and skills of a person to occupy a position as a leader in a job to influence the behavior of others, especially subordinates so that they think and act in such a way that through this positive behavior makes a real contribution to the achievement of organizational goals.

Moejiono (2002): The definition of leadership according to Moejiono that leadership is the result of a one-way influence, because leaders may have certain qualities that distinguish themselves from their followers.

In order to form superior leaders in the Bureaucracy, Education and Training (Diklat) must be able to equip participants with high abilities and be able to describe the vision and mission of their agency / organization into program activities and lead their implementation. In order for the leaders to carry it out, the intended training is intended as a provision. The implementation of Education and Training with this renewal pattern initially referred to the Regulation of the Head of LAN No. 12/2013, concerning Guidelines for the Implementation of Leadership Education and Training as amended by Regulation of the Head of the State Administration Agency Number 22 of 2014 concerning Amendment to the Attachment to the Regulation of the Head of the State Administration Agency No.13 2013 is no longer in accordance with the current conditions, that the guidelines referred to in letter b. stipulated by the Regulation of the Head of the State Administration Agency

In the personnel management system, structural officers have a decisive role in describing the vision and mission of the agency into activity programs and are able to lead subordinates including related stakeholders to implement the program effectively and efficiently. The next task as a leader is required to have tactical leadership abilities

Within the scope of compiling a program as an elaboration of its vision and mission, then in its work it can influence structural and functional officials under it including stakeholders to work together to realize the targets or objectives of the program being implemented.

This New Pattern Leadership Training is intended to shape structural officials into leaders with innovative leadership competencies. During education and training, the performance of participants is demanded to apply their leadership competence, and with the provision of some basic material participants are required to be able to design changes in their work unit. Participants are trained to lead change until it shows the planned results. This ability to lead change determines the success of the participants. Through this renewal pattern of education and training, participants as alumni not only have the competence to lead but the ability to improve their performance in leading change. In particular, the competence of the Leadership Training participants is manifested by the ability to collaborate with internal or external stakeholders in handling agency unit programs, and to lead in improving their performance as follows:

1. Become a role model for subordinates in integrity, national insight, public ethical standards, values, norms, morality and responsibility in accordance with statutory regulations;
2. Collaborating internally and externally in managing organizational tasks towards achieving goals according to the vision of the agency;
3. Conducting innovations in accordance with their respective duties in order to determine programs that are more effective and efficient;
4. Optimizing all the human resource potential of the work unit in achieving organizational goals.

During the education and training, participants take part in the Change Project lesson and are given an assignment to prepare the proposed Change Project in their organization. The following are instructions for participants in preparing their change project.

Conclusion

The training development steps are based on an elaboration model (1) Presentation of the content framework, which shows the main parts of the material and the main relationships between the parts, (2) Gradual elaboration, i.e. the parts covered in the content framework will be elaborated gradually, (3) The most important part is presented first, that is, at a stage of elaboration, whatever consideration is used, the most important part will be elaborated first, (4) Optimal scope of elaboration, meaning that the depth and breadth of each elaboration will be carried out optimally, (5) Penyajian pensintesis gradually, meaning pensintesis will be awarded after each elaborating, (6) Penyajian kind pensintesis, it means the type of pensintesis will be tailored to the content type field training eye, and (7) stages granting summary, it means that the summary will administered before each serving of the synthesizer. Overall results achieved participants trained using materials with Building Effective Teams composed by organizing the contents based on the model of elaboration is higher compared with participants who were trained menggunakan teaching materials which interchanges with the organization of the contents based on the order of textbooks. From these findings concluded that to increase to efektifitas training results can be used organizing learning based on the model elaboration.

The strength of the training results by organizing an elaboration model lies in a series of learning procedures that are able to provide retention to participants in the form of (a) presentation of the epitome, (b) elaborative sequences, (c) giving syntheses, and (d) providing summaries. The findings of this study, in addition to the elaboration of the theory has been strengthened as a learning strategy that is effective in increasing learning outcomes in khasanah learning theory, it is also more important is how the implications of learning or training.

In designing pe exercise in starting with (1) the epitome of making the content framework that contains a small percentage content of pe exercise given that is important. In this epitome contents pe exercises presented at the rate applicable, concrete and meaningful; (2) training sessions are also designed with due regard to the elaborative sequence. It means that the order of material starts from simple to complex or from general to detailed which has special characteristics. What is meant by special characteristics here are (a) the more general part encapsulates the more detailed part, (b) the epitome contains only one type of material content; (3) designing the training is also accompanied by the loading of a synthesis that functions to show the relationship between the concepts, procedures or principles being trained. Loading component in the design strategy of the pensintesis pe practice likely to (a) facilitate understanding, (b) increase the motivation and (c) increase the retention; and (4) in the draft pe exercise should be accompanied summary. What is meant by the summary is a review of what has been learned in order to maintain learning retention. This summary serves to provide (a) a brief statement regarding the content of the material that has been studied, and (b) provide easy-to-remember reference examples for each concept, procedure, or principle being taught.

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