

## DEVELOPMENT OF TECHNICAL COMPETENCE OF EMPLOYEES THROUGH EDUCATION AND TRAINING (DIKLAT) IN MAKASSAR CITY

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### ABSTRACT

This research aims to analyze the Pattern of ASN Education and Training Development at the Makassar City Regional Personnel Agency (BKD) and its implementation strategy in developing ASN competencies through technical training. This research approach uses descriptive qualitative. Data collection techniques through interviews and documentation. Seven research informants were selected *purposively*. The data analysis process was carried out with the help of NVivo 12 *plus* software. The results of this study indicate that: 1). The pattern of ASN technical training development carried out by the Makassar City Regional Staffing Agency is known that the training organized with the ADDIE model training approach has been running well as it should be guided by the curriculum issued by the State Administration Institute (LAN), but in its implementation it still refers to the trainings held so that the development has not been carried out properly, this is due to attachment to curriculum rules issued by LAN related to organizing training. 2). The strategy carried out by BKD Makassar City in implementing the training development pattern is to assess prospective training participants regarding their competencies before attending the training, making it easier to determine the material needed by employees in developing their competencies, especially those related to technical matters.

**Keywords:** *Competency development, Technical training, ASN*

## INTRODUCTION

State Civil Apparatus, hereinafter abbreviated as ASN, is a profession for civil servants (PNS) and government employees with work agreements (PPPK) who work in government agencies. Both, despite having different working statuses, have the same function, namely as implementers of public policy, public servants, and the adhesive and unifier of the nation.

The importance of ASN as a human resource in a government agency is a dynamic element in the organization, the government that functions as a subject of providing services to the public. The role of human resources, as an element of implementation that occupies a vital position in service delivery. Improving the quality of public services organized by government agencies is now increasingly prominent, even becoming a public demand, because in general the demand for services far exceeds the government's ability to fulfill it so that the problem that is often criticized by the community or service recipients is the perception of "quality" inherent in all aspects of service so that the development of apparatus competencies needs to be carried out in line with the dynamics of community demands.

Competency development of ASN (State Civil Apparatus) is an absolute requirement to improve the quality of human resources in terms of improving personnel regulations as stipulated in Law No. 5 Year 2014 on State Civil Apparatus. "To create bureaucratic professionalism and improve the quality of public services to the community, through the Center for Training and Development and Mapping Competence of State Civil Apparatus (Puslatbang PKASN) and the State Administration Agency (LAN) continue to strive for this goal to be realized as it should be. Therefore, it is very important in this case is the Government to encourage the development of ASN competencies and make it as one of the priority programs amid budget limitations.

According to Rosidah in (Charles Suriyanto, 2018), one of the ways that can be done in an effort to increase the effectiveness of employee work is through employee development, namely by conducting education and training. Employee development is very necessary in an agency, because the existence of this program can help employees to be more effective and efficient in carrying out a job in other words, it can accelerate a work process which has an impact on increasing the quality of the organization. Training is held with the aim and objective of providing a number of knowledge, skills and attitudes needed by training participants in an organization or to improve their ability to carry out certain activities. Thus, ASN really needs to develop its competencies

on an ongoing basis as stipulated in Law No. 5 of 2014 Article 70 Paragraphs (1) and (2) which explain that one of the efforts that can be made in developing ASN competencies is through education and training programs or abbreviated as training. This training program is important to implement because it provides individual abilities to improve knowledge, skills, values, and attitudes.

Employee education and training (Diklat) is one of the planned efforts of government agencies in improving the knowledge, skills, skills, motivation and character of employees. Employees who have participated in training are expected to be able to provide their best role and performance for the organization where the employee works, especially in areas related to leadership or managerial matters needed in achieving development goals. Government Regulation Number 101 of 2000 concerning Education and Training for Civil Servants, which states that training is a process of organizing learning and teaching in order to improve the ability of civil servants which aims to improve knowledge, skills and attitudes to be able to carry out operational duties based on the ethical personality of civil servants in accordance with the needs of the agency, creating an apparatus that is able to play a role as a reformer and adhesive of national unity and integrity, strengthening the attitude and spirit of a service-oriented personality, protecting, empowering the community, creating a common vision and dynamic pattern of thinking in carrying out government and development tasks for the realization of good governance. Seeing how important it is to improve the ability of employees, Civil Servants who are part of the state apparatus that plays a role in the implementation of government and national development tasks, namely by creating a civilized, prosperous, law-abiding, modern civilization, democratic, prosperous, just and highly moral society. Thus, education and training is an important thing that must be done by every level of government in an effort to determine the effectiveness of employee work.

Given the importance of ASN competency development through education and training is key to the sustainable development of an organization or government institution, it is a challenge for ASN to continue to strive to develop professionalism competencies and improve information technology capabilities with the aim of producing competent ASNs who can transform their technical and non-technical abilities, so that they can benefit their work units. According to Samani (2012), a civil servant is required to have the ability to have a set of knowledge and technical skills in a training process, in addition to mastering science (Rusmulyani, 2020).

However, it has been found that many state apparatus are not maximally doing their duties well, lack of enthusiasm for serving the community, especially the role of agencies is needed in increasing the motivation and competence of their employees so that the objectives of the agency can run well and be felt by the community (Respati & Ratnamiasih, 2018) . Based on the statement of the Minister of Administrative Reform and Bureaucratic Reform, said that out of 4.7 million Civil Servants (PNS), as many as 95% of civil servants are incompetent and only 5% have competence in their work, more than 1.6 million ASNs only have limited administrative abilities (Respati & Ratnamiasih, 2018; Sulistyani et al., 2020) . Whereas ASN as a public official does not only require administrative skills, but also must carry out a more adaptive embodiment through the use of technology in order to support its overall function as an optimal, efficient, and effective public servant. Azwar Abubakar (2011) said that there are three major problems in the bureaucracy in this country that make public services not run well. The first problem is the large number of Civil Servants but most of them do not have the skills so they often do not know what to do. Second, the placement of civil servants is not evenly distributed and as needed, so that the placement of civil servants often accumulates in urban areas. Third, the recruitment process is poor or contains elements of Corruption, Collusion and Nepotism (KKN). Most training graduates are less able to adjust to changes and developments in science and technology and less able to develop themselves with the needs of society (Rusmulyani, 2020) . Thus, this indicates that the training activities carried out in various government agencies are still unable to touch or develop the capabilities and potential of civil servants as a whole.

However, not all training programs have been successful in developing ASN technical competencies. Some factors that can affect the success of the training program include: lack of support from management, lack of linkage between the training program and ASN's work, and lack of evaluation of program results and not taking into account technological changes. Training development must be arranged so that ASN can utilize existing technology and continue to learn new emerging technologies in order to handle their tasks more efficiently (Apandi, 2020) . Thus, the development of training needs to be carried out continuously, but the form of development needs to be studied scientifically so that the development product can be a solution in solving training problems. In developing employee competence through training, it is necessary to pay attention to the development pattern to ensure the quality of training materials, because training development is basically a linear process.

The availability of training materials so far is still considered minimal. According to Seels and Richey in (Rusmulyani, 2020) materials should be compiled based on the needs and objectives of the

Many training patterns are organized by various government institutions, including the Notoatmodjo training model, the CEM training model (*The Critical Events model*) and the ADDIE training model. Based on the findings in the field, it shows that between one training and another training, the flow of planning, implementation, and evaluation tends to be the same. So that the implementation of each training tends not to have its own distinctiveness, because the templates for each training tend to be the same (Widianto, 2018). One of the competency development designs through education and training that is often used is the ADDIE model through 5 stages, namely: *Analysis, Design, Development, Implementation and Evaluation*,

Based on this background description, the author is interested in writing a scientific paper with the title "Development of Technical Competence of Employees Through Training in Makassar City" the author wants to know how the stages of competency development for the State Civil Apparatus through training using the ADDIE model in order to provide a learning breakthrough that emphasizes the development of ASN competencies in terms of skills, so as to erode various problems and/or challenges of ASN to continue to optimize their performance as public servants.

## **RESEARCH METHODS**

### **Research Approach**

The approach used in this study is *qualitative-descriptive*, which intends to collect data containing comments and information from various informants who may be able to provide information about the research problem. Qualitative research is a method used to observe and find out the relationship of a person or group of people who are different because of social problems (Creswell, 2014). This qualitative research includes important steps, such as asking various questions and procedures, collecting limited data from informants, analyzing data inductively from specific topics to general and interpreting the meaning of data.

This study is a phenomenological type intended to describe in detail the problems studied based on the experiences of the informants. The problem studied is about the pattern of development of education and training for the State Civil Apparatus carried out by the Makassar City Regional Personnel Agency (BKD).

### **Location and Time of Research**

This study was conducted in Makassar City, South Sulawesi Province, where the object was the Regional Staffing Agency (BKD) of Makassar City. The reason for choosing this object is to analyze how the pattern of ASN education and training development is carried out by the Makassar City Regional Staffing Agency (BKD). This research will be carried out for two months after the proposal seminar.

### **Data Source**

Data obtained from primary and secondary data

#### **1. Primary Data**

Data obtained from observations, interviews and documentaries related to the development of ASN education and training carried out by the Makassar City Regional Staffing Agency (BKD), such as direct observation of the geographical and demographic conditions of Makassar City in general, as well as interviews with officials of the Makassar City Regional Staffing Agency (BKD).

#### **2. Data**

Data obtained from various news or documents containing explicit information used in research such as: journals, newspapers, books, magazines or other sources that can support the data needed during research.

### **Unit of Analysis and Determination of Informants**

The study component in this research is the Makassar City Regional Civil Service Agency. In addition, informants are determined based on heterogeneous nature to predict informants' answers. The informants in this study consisted of:

1. Head of Makassar City Regional Civil Service Agency
2. Head of
3. Training Staff
4. Training Participants

### **Data Collection Technique**

This research used two data collection techniques, namely in-depth interviews and document studies.

#### **1. Observation**

Observation is carried out by seeing, observing, recording, documenting and identifying various phenomena related to the pattern of ASN training development at the Makassar City Regional Staffing Agency. Participant observation by considering a position that provides access to in-depth data

collection. In its implementation, researchers mingle with human resources within the scope of the Makassar City Regional Civil Service Agency, especially to informants who will provide information. In this observation research, researchers use all sensory organs to observe the phenomena that occur at the location. The tools used in observation are books and ballpoints to record important events and researchers also use mechanical devices such as cellphones to photograph events that occur (if possible).

## 2. Interview

Interviews conducted in this study were in the form of direct dialogue with informants, namely the Head of the Makassar City Regional Staffing Agency, the Head of the Training Division and the Training Division Staff. This is to obtain information relevant to the research. Interviews will be conducted in a formal, flexible and structured manner. The questions asked lead to the focus of the research, namely the pattern of ASN training development, in terms of interviews the researcher is guided by the list of questions that have been provided.

## 3. Documentatio

The documentation technique is used to obtain data that is not obtained by interview or observation techniques. Documentation researchers did by collecting data on the pattern of ASN training development within the Makassar City BKD. The documentation technique carried out was obtained in the form of photographs, drawings, charts, structures and notes obtained from the research subject.

## **Data Analysis Technique**

Data analysis techniques are a continuation of data processing. The discussion of the results of data analysis is a thought about the relationship between data and background that causes similarities and differences which then results in a conclusion. In making solutions and providing answers to each problem formulation that has been made, as well as providing a conclusion and suggestions for further research is the purpose of an analysis.

Before analyzing, what needs to be done is to put codes on the material obtained. Coding is intended to be able to organize and systematize the data completely and in detail so that the data can bring up an overview of the topic being studied. The initial step of coding can be done in a way; first, researchers arrange verbatim transcriptions (word for word) or notes in the field in such a way; second, researchers sequentially and continuously number the transcripts or notes in the field; third, researchers give a name to each file with a certain code (Poerwandari, 2007).

The results of *coding* in this data analysis are also similar to the results of *coding* in the literature analysis stage, the *coding* stage when analyzing data in the field produces *output*. In this study, the results of qualitative data analysis used by researchers using NVivo 12 plus *software* whose *icons* include *coding*, *analytical maps*, *framework matrix*, and *matrix coding query*.

#### 1. Coding

*Coding* is an iterative process, namely the activities of a qualitative researcher continuously in analyzing data (Budiastuti & Bandur, 2018) . Meanwhile, according to (Jackson & Bazeley, 2019) defines *coding* as an abstract representation of an object or phenomenon, or a way of identifying themes in a text.

*Coding* aims to collect all relevant information from various sources related to the research topic so that the collected information will form the main categories which will then be interconnected and give rise to new theoretical concepts. In this process, the researcher categorizes the data based on the concepts that appear in the data, comparing the related data concepts with each other. In the end, this process will stop when researchers no longer find new concepts in the data. The final stage is then visualized or presented in the form of analysis results.

In conducting the *coding* process, researchers used all existing sources into nodes according to the classification needed as a reference for each *node*. Nodes according to (Jackson & Bazeley, 2019) refer to the four formulations of the researcher's problem. Nodes are a place to store all data sources used as references, so that researchers can see different concepts, topics, ideas, cases and relationships for each *nodes*. In addition to creating and using *nodes*, researchers also create nodes in the form of *cases*. *Case nodes* are useful for storing all data from interviews with different sources, and each *case nodes* is named according to the name of the source.

After that the researcher makes *classifications* that contain resource information on each *case nodes* that have been made *case classifications* contain gender, age, position, tenure. then the last researcher makes a *relationship* that connects each problem formulation nodes so that it shows the relationship between one *nodes* and other nodes, *nodes* from the results of the *relationship* researchers aim to show the relationship between the *nodes* of deficiencies that occur in the study against the *nodes* of each problem formulation.

#### 2. Analytical Maps

*Analytical Maps* is sketching or ideas (Map) about research. At this stage, it is a certain way to record what the researcher thinks and put it in the form of



visualization images and has benefits for the researcher himself and others. According to the expression reinforced by Maxwell (2013) by making an initial concept map to help clarify the conceptual or theoretical framework underlying the study. In NVivo software, concept maps, flowcharts or pure exploratory diagrams can be created using modeling tools and are generally referred to as models. Models serve various purposes during the course of a qualitative research project. Therefore, the researcher used a model from NVivo 12 plus to map the researcher's starting point and assumptions brought to the project and then the researcher diagrammed the expected concepts, relationships or patterns (Bazley and Jackson, 2013).

The map also serves as a grouping based on coding to see if the two groups actually cover the same issues despite different language or if the problems experienced are different. Maps are a form of presentation which basically describes or visualizes the mindset of the researcher so that it focuses on what has been presented in the map. The map is also an important part where this map consists of several *nodes* that have been coded and then there are data sources listed in the *nodes*.

The shape of the map itself is in the form of *nodes* that are interrelated, have relationships and sources and the shape has a relationship to each *nodes*.

### 3. *Framework Matrix*

*Framework Matrix* is one of the *icons* in the NVivo 12 plus software that presents data. The display of the *Framework Matrix* is in the form of a table that can be exported to *Microsoft Excel*. The data carried out in the *Framework Matrix* is to display and present concisely the data sources and can also serve to distinguish the research conducted now and previous research. The appearance and presentation of the *Framework Matrix* data is presented in the appendix which contains the results of the coding conducted by the researcher. The *Framework Matrix* was created by the researcher to facilitate readers to easily understand this research.

### 4. *Matrix coding query*

The last stage of making the *Framework Matrix* is making a *query*. This is done to support the researchers' explanation of the data analysis that has been done by the researchers. The explanation of *Matrix coding query* according to Bezeley and Jackson (2013) is to generate information in the form of a table to determine attributes that have been coded on two or more of the same *nodes*. The table consists of *columns* in the form of *nodes* while and rows in the form of documents and interview results used as research attributes.

The final step of the research design is drawing conclusions. The conclusion in this research is likely to answer the formulation of the problem formulated from the beginning. Drawing conclusions according to Miles and Huberman (2005) is only part of an activity from a complete configuration. Conclusions were also verified throughout the research. Verification may be as brief as a thought that passes through the mind of the analyzer (researcher) as he writes, a review of field notes, or it may become so thorough and labor-intensive with revisiting or also extensive efforts to place a copy of a finding in another set of data.

In this study, researchers will utilize and produce processed data using NVivo 12 plus *software* which can later be presented in the form of a description structure of *the map* and *quity* this is done to draw conclusions. Where it has been disclosed at the beginning, it is still temporary and can change if other evidence is found. But if at the beginning the conclusions that have been expressed can be supported by valid or valid and consistent evidence, then the conclusions that have been expressed are reliable or credible conclusions.

In this research, data will be collected from three activities, namely in-depth interviews with several informants, from observations in the field and documentation both sound recording, video and picture taking. Furthermore, the data obtained will be filtered and if it does not have any incompatibility with the research, it will be deleted so that the research focus does not widen. Then the data that is in accordance with the research focus will be presented with several existing options, which functions so that the explanation in this study can be read easily, then when the data is considered complete, the final conclusion will be drawn.

## **RESEARCH RESULTS AND DISCUSSION**

### **Discussion**

#### **1. Development Pattern of ASN Technical Training Organized by BKD Makassar City**

The implementation of education and training (diklat) for the State Civil Apparatus (ASN) is very important to be able to realize the ideals of bureaucratic reform in a meaningful way and make Indonesia a great nation. has a good governance system. The development of the ability of the apparatus through education and training is a right for ASN to acquire useful skills to support an organization as referred to in article 22 of Law Number 5 of 2014 concerning state apparatus. The article states that every device has the right to be developed by the government. The development of the device is mainly

aimed at improving its quality, which in turn can improve the performance of the local community.

Qualified employees are one of the important factors of development for human welfare. Thus, apparatus development through education and training must continue to be developed in order to improve the ability of each civil servant apparatus in accordance with the duties of the regional work unit. In its implementation, apparatus development includes several forms of development, including classical training such as leadership education and training, upgrading, awareness raising, seminars, and others. With non-traditional forms of training outside the classroom such as work practices in other agencies, job exchanges with the private sector, tutoring and other similar forms to improve the ability of the apparatus, meet service needs and the needs of the times.

Given the importance of ASN competency development through education and training is key to the sustainable development of an organization or government institution, it is a challenge for ASN to continue to strive to develop professionalism competencies and improve information technology capabilities with the aim of producing competent ASNs who can transform their technical and non-technical abilities, so that they can benefit their work units. According to Samani (2012), a civil servant is required to have the ability to have a set of knowledge and technical skills in a training process, in addition to mastering science (Rusmulyani, 2020).

However, it has been found that many state apparatus are not maximally doing their job well, lack of enthusiasm for serving the community, especially the role of agencies is needed in increasing the motivation and competence of their employees so that the agency's goals can run well and be felt by the community (Respati & Ratnamiasih, 2018). Based on the statement of the Minister of Administrative Reform and Bureaucratic Reform, said that out of 4.7 million Civil Servants (PNS), as many as 95% of civil servants are incompetent and only 5% have competence in their work, more than 1.6 million ASNs only have limited administrative skills (Respati & Ratnamiasih, 2018; Sulistyani et al., 2020). Whereas ASN as a public official does not only require administrative skills, but also must carry out a more adaptive embodiment through the use of technology in order to support its overall function as an optimal, efficient, and effective public servant. Azwar Abubakar (2011) said that there are three major problems in the bureaucracy in this country that make public services not run well. The first problem is the large number of Civil Servants but most of them do not have the skills so they often do not know what to do. Second, the

placement of civil servants is not evenly distributed and as needed, so that the placement of civil servants often accumulates in urban areas. Third, the recruitment process is poor or contains elements of Corruption, Collusion and Nepotism (KKN). Most training graduates are less able to adjust to changes and developments in science and technology and less able to develop themselves with the needs of society (Rusmulyani, 2020) . Thus, this indicates that the training activities carried out in various government agencies are still unable to touch or develop the capabilities and potential of civil servants as a whole.

However, not all training programs have been successful in developing ASN technical competencies. Some factors that can affect the success of the training program include: lack of support from management, lack of linkage between the training program and ASN's work, and lack of evaluation of program results and not taking into account technological changes. Training development should be arranged so that ASN can utilize existing technology and continue to learn new emerging technologies in order to handle their tasks more efficiently (Apandi, 2020) . Thus, training development needs to be carried out continuously, but the form of development needs to be studied scientifically so that the development product can be a solution in solving training problems. In developing employee competence through training, it is necessary to pay attention to the development pattern to ensure the quality of training materials, because training development is basically a linear process. The availability of training materials so far is still considered minimal. According to Seels and Richey in (Rusmulyani, 2020) materials should be compiled based on the needs and objectives of the training.

Based on the results of research on the Development Pattern of ASN Technical Training Organized by BKD Makassar City, it can be described as follows:

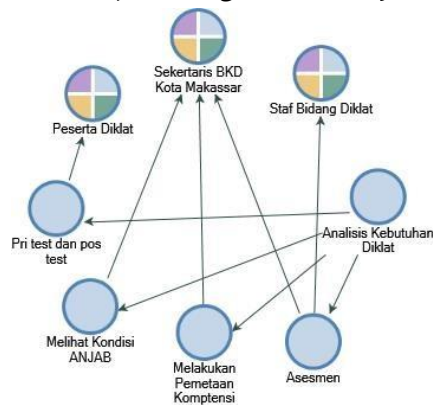
#### **a. Training needs analysis**

Before organizing a training program, there are preparations that must be made. One of them is by conducting training needs analysis activities, this activity is carried out with the aim of knowing what kind of training is really needed by the target, so that the formation of concepts, types, and other training components can be in accordance with what is needed by employees.

Training Needs Analysis (AKD) is a systematic process of identifying gaps between targets and real conditions or discrepancies between standard performance and real performance that can be resolved through training or identifying gaps in knowledge, skills and attitudes that can be improved through training.

The following are the results of research on the analysis of training needs in ASN competency development by BKD Kota Makassar.

Figure 4.1. Visualization of training needs analysis interview results



Source: Processed with NVivo 12 plus Software

Based on the results of the visualization above, in conducting a training needs analysis, the Makassar City Regional Staffing Agency (BKD) conducts an assessment to find out what kind of technical competencies are needed by employees, training needs analysis activities, carried out by looking at the analysis of positions that will be held by employees then assessments are carried out by paying attention to the requirements of the position. This is in line with what is revealed by (Mustofa, 2010) training procedures begin with conducting a needs analysis which is the main base in the preparation of training programs.

Thus it can be concluded that the analysis of training needs in the context of developing ASN technical competencies, the Makassar City Regional Staffing Agency (BKD) is guided by the analysis of positions to be held by employees then conducting assessments and mapping related to training needs or competencies needed by employees.

## b. Training Design

Training design is the activity of designing the initial training/learning program, designing training materials/methods and designing training evaluation conceptually which will later be used as the basis for the development stage. According to Hatton, training should be linked to the work to be handled by the trainees. It is indicated that "...adults must be equipped with skills appropriate for these customers... training programs are designed to coincide with work, supporting the job needs of trainees" (Herwina, 2021). This concept indicates that training should be linked to good skills and work according to the needs of the trainees so that the training program is created

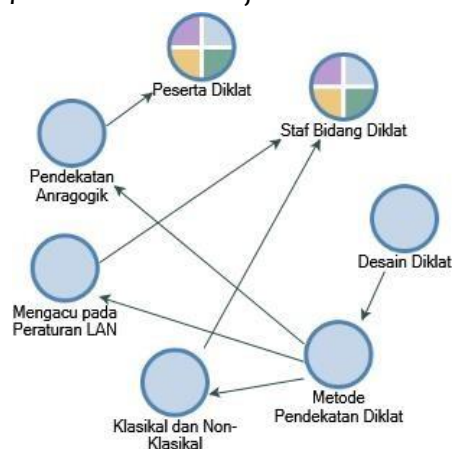
together and supported by the work required to be confronted with the trainees.

### 1) Training method/approach

There are several methods or techniques in training that can be used to help a training to run well and perfectly as planned. Of course, each method has its own advantages and disadvantages, therefore it needs to be adjusted to the target, time and conditions of the training in its application.

The following are the results of research on the methods used in the implementation of training by BKD Makassar City:

Figure 4.2. Visualization of interview data



Source: Processed with NVivo 12 plus Software

Based on the visualization results above, the design of the training held refers to the curriculum determined by the State Administration Agency. The training methods by BKD Makassar City are classical and non-classical. Classical is a competency development activity carried out face-to-face in the classroom, including technical guidance and socialization. While non-classical is a competency development activity that can be carried out in nature, in the workplace or with a remote system.

Training is the systematic process of changing the behavior of employees in a direction to improve organizational objectives. Training is related to the skills and abilities required for the current job. Training is present-oriented and helps employees to master skills in their work. According to Andrew E. Sikula, training methods consist of (Helmi, 2020) :

#### a) On the job

Trainees work directly on-site to learn and replicate a job under the guidance of a supervisor. This training method can be divided into two ways, namely: The informal way is that the trainer tells the trainee to pay attention to

other people who are doing the job, then he is ordered to practice it. The formal way is that the supervisor appoints a senior employee to do the job, then the trainees do the work in accordance with the methods of the senior employee.

b) *Vestibule*

*Vestibule* is a method of training conducted in a classroom or workshop usually organized in an industrial company to introduce work to new employees and train them to do the work. Through experiments a duplicate of the materials, tools, and conditions they will encounter in the actual work situation is created.

c) *Demonstration and example*

This method is a training method that is carried out by demonstrating and explaining how to do a job through demonstrated examples or experiments. Usually, demonstrations are complemented by pictures, texts, discussions, videos, and others.

d) *Simulation*

Simulation is a situation or event that is presented as closely as possible to the real situation but is only an imitation.

e) *Apprenticeship*

This method is a way to develop carpentry skills so that employees can learn all aspects of the job.

f) *Classroom method*

Classroom meeting methods include lecture, *conference*, *programmed instruction*, case study method, *role playing*, discussion method, and seminar method. The lecture method is given to a large number of participants in a class. The trainer teaches the necessary theories while the trainee takes notes and perceives them. This is a traditional method where only the trainer plays an active role while the development participants are passive. In the *conference* method, the trainer gives a specific paper and the trainees participate in solving the paper. *Programmed instruction* is a form of *training* where trainees can learn on their own because the steps are programmed, usually by computer, book, or teaching machine.

In the case study method, trainers present a case to trainees. This case is not accompanied by complete data or deliberately hidden. The goal is for participants to get used to looking for data/information from external parties in deciding a case they face. Differences between *conference* method and case study method

The problem lies in the problems given. In the conference method problem, the data or information is complete so the participants have to look for it

themselves. In the role playing method, several participants are appointed to play a role in a mock organization. The benefit of this method is to develop skills in relationships between interacting human beings so that he can foster harmonious interactions from his subordinates later in practice in the company. The discussion method trains participants to express their opinions and formulations as well as ways to convince others to believe in their opinions. The seminar method aims to develop the skills and abilities of participants to assess and provide constructive suggestions regarding other people's opinions.

Based on the explanation above, it can be concluded that the training method used by the Makassar City Regional Staffing Agency is the *classroom* method.

## **2) Training materials/curriculum**

Curriculum or material is a set of plans and regulations regarding the objectives, content, and learning materials and methods used as guidelines for organizing learning activities to achieve certain goals. The curriculum is a document that contains guidelines for running training programs so that training objectives are achieved. In terms of curriculum components, experts agree that curriculum development is a process of developing these components. However, there is no agreement on the number of components and the names of these components. Ralph Tyler suggested four components, namely goals, experience (material), organization and evaluation (Helmi, 2020).

The objectives component of the curriculum is very important to measure the extent to which the trainees have mastered the learning materials that have been taught. Without knowing what the training objectives are, it will be difficult for training institutions and trainees to evaluate the success of the training. Thus, every curriculum must set learning objectives about what the trainees or the training institution want to achieve. Content or materials are experiences and activities that are developed and organized into tools to achieve educational goals. The material and other components are closely related. The material taught must refer to the educational objectives.

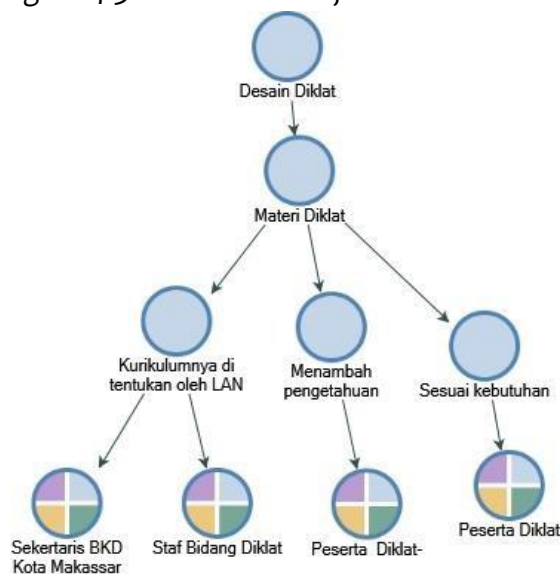
Brady asserts that, "the content of the curriculum can be defined at two important points; first the content of the curriculum can be interpreted as subjects in the teaching and learning process which includes some factual information, knowledge, skills, concepts, attitudes and values secondly the content of the curriculum is something important in the teaching and learning process where the two main elements of the curriculum contained therein are



content and methods in a fixed interaction" (Helmi, 2020) . Brady added that curriculum content usually consists of three elements, namely knowledge, processes and values. Zuhdi menturkan content or material to be taught in schools can be selected through the criteria below by considering the following: a) must be in accordance with the objectives to be achieved, b) in accordance with the development of training participants, c) beneficial for training participants, society, nation and state now or in the future d) in accordance with the development of science and technology. Meanwhile, according to Print, there are at least several criteria that must be considered in selecting curriculum content, namely: 1) The material is very significant (*Significance*); 2) The material has a high level of *validity* (*validity*); 3) The material should have relevance to life and social demands (*Social relevance*); 4) The material is useful for individual trainees (*Utility*); 5) The material can be learned by trainees (*Learnability*); and 6) The material attracts the attention of trainees (*Interest*) (Helmi, 2020) .

The following are the results of research on training materials implemented by BKD Makassar City:

Figure 4.3. Visualization of interview results



Source: Processed with NVivo 12 plus Software

Based on the visualization above, that the technical training curriculum implemented by BKD Makassar City refers to the regulations of the State Administration Agency, where the material provided during technical training is in accordance with what is needed because it can increase the knowledge of training participants to do work in the position where they serve.

### c. Training Development

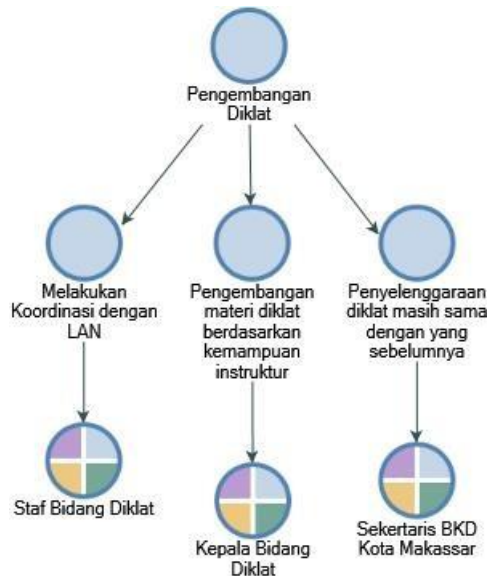
Good governance is a hope for all parties, especially the community. Through good governance, good public services will also be realized. One approach to realizing good governance is by increasing the professionalism of the apparatus' human resources through competency development pathways. In connection with this, the government has issued Law Number 5 of 2014 concerning the State Civil Apparatus. Article 21 of the law explains that Civil Servants (PNS) are entitled to competency development. Furthermore, Government Regulation Number 11 of 2017 concerning civil servant management in article 203 states that competency development for civil servants is at least 20 hours of training per year. Competency development is an effort to fulfill the competency needs of civil servants with Position competency standards and career development plans. Government Regulation No. 11/2017 further explains that competency development for civil servants can be done through education and/or training. Especially for training, civil servants can develop competencies by participating in training organized by both government and private agencies. For government agencies, of course, accredited training institutions are expected. The objectives of training according to Government Regulation Number 101 of 2000 concerning Training for Civil Servants are as follows: a. to improve knowledge, expertise, skills, and attitudes to be able to carry out job duties professionally based on the personality and ethics of civil servants in accordance with the needs of the agency; b. to create an apparatus that is able to play a role as a reformer and adhesive of national unity; c. to strengthen the attitude and spirit of service oriented towards service, protection, and community empowerment; d. to create a common vision and dynamic mindset in carrying out general government and development tasks for the realization of good governance.

However, in the field, the results of the identification of training needs show that there are several types of training that cannot be implemented. One of the factors causing this is the development of the training program. Both technical training and functional training have not been fully implemented (Nugroho, 2019). Given the very strategic benefits of training in improving the professionalism of civil servants, government training institutions should continue to develop existing training programs.

The development of training programs needs to be carried out in order to prepare the existing training menu to suit the needs. So that in the future the training menu compiled from the results of the training needs analysis can be used to meet the competency needs of the position.

The following are the results of research on the development of training carried out by BKD Makassar City:

Figure 4.4. Visualization of interview results



Source: Processed with NVivo 12 plus Software

Based on the results of the visualization above, in the development of training, the preparation of materials is carried out in coordination with the State Administration Institute (LAN) as the maker of curriculum rules in training, as well as coordinating with the supervisor of each training participant's agency. The development of training materials is very necessary because these training materials contain the substance of the abilities that will be achieved by training participants and facilitate the learning process so that it takes place more effectively and efficiently (Nurhajati & Bachri, 2018). However, the results of the study also explain that the implementation of training carried out by BKD Makassar City is still like the implementation of previous trainings, it is just that the development of training materials depends on the ability of instructors to develop materials according to the needs of training participants, even though innovation in the implementation of training also needs to be done considering the statement of the Minister of Administrative Reform and Bureaucratic Reform, saying that out of 4.7 million Civil Servants (PNS), as many as 95% of civil servants are incompetent and only 5% have competence in their work, more than 1.6 million ASN only have the ability to be limited to administration (Respati & Ratnamiasih, 2018; Sulistyani et al., 2020), 2020). Whereas ASN as a public official does not only require administrative skills, but also must carry out a more adaptive embodiment through the use of technology in order to

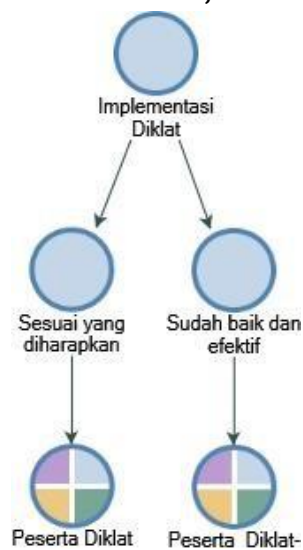
support its overall function as an optimal, efficient, and effective public servant. Azwar Abubakar (2011) said that there are three major problems in the bureaucracy in this country that make public services not run well. The first problem is the large number of Civil Servants but most of them do not have skills so they often do not know what to do. Second, the placement of civil servants is not evenly distributed and as needed, so that the placement of civil servants often accumulates in urban areas. Third, the recruitment process is poor or contains elements of Corruption, Collusion and Nepotism (KKN). Most training graduates are less able to adapt to changes and developments in science and technology and less able to develop themselves with the needs of society (Rusmulyani, 2020) . Thus, an innovation is needed in the implementation of training, not just a formality to fulfill obligations without seeing the demands that will be made after carrying out training. Thus, training development needs to be carried out continuously. However, the form of development needs to be studied scientifically so that the development product can be a solution in solving training problems.

#### **d. Implementation of training**

The organization of training is adjusted to the aims and objectives to be achieved by training activities, namely: 1) lectures accompanied by questions and answers, 2) group discussions accompanied by case studies, 3) deepening the material, through communication of participants in organized thinking and thinking dynamically and learning independently in training hours both individually and in groups. In addition, the implementation of training also needs to pay attention that teaching and learning activities (KBM) become concrete activities that allow both trainees and teachers to develop their potential and competence.

The following are the results of research on the implementation of training by the Makassar City Regional Staffing Agency:

Figure 4.5. Visualization of interview results



Source: Processed with NVivo 12 plus Software

Based on the visualization above, the training carried out by the BKD Kota is well implemented, where the material received by the training participants has a relationship with the daily work done in their work agencies. The training that was followed was in accordance with what was expected by the training participants. The training materials that have been developed are delivered according to the needs of the training participants. So it can be concluded that the implementation of training by BKD Makassar City is considered effective.

#### e. Training evaluation

Evaluation is a process carried out to provide value to the development of teaching materials in learning. Evaluation is carried out in two forms, namely formative evaluation and summative evaluation. Formative evaluation is carried out at the end of each face-to-face meeting while summative evaluation is carried out after the activity ends as a whole. Summative evaluation measures the final competence or learning objectives to be achieved. Evaluation results are used to provide feedback on the development of teaching materials.

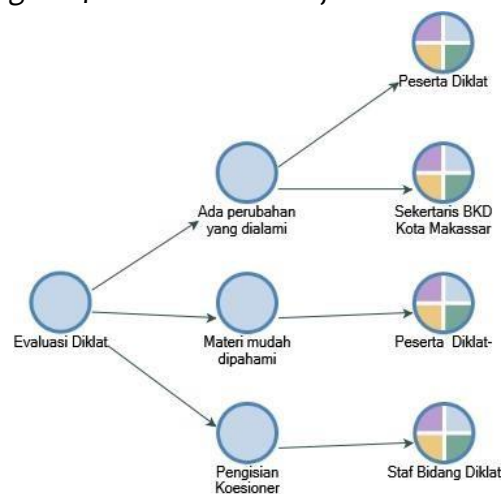
Evaluation is the final stage in the implementation of a training program. Evaluation is carried out on all or some elements of the program as well as on the implementation of the program. Evaluation activities can be carried out before, during, or after the program is implemented. In general, evaluation is a systematic process to determine the level of success and efficiency of a program.

In general, evaluation is a systematic process to determine the level of success and efficiency of a program. According to (Indrawati, 2012) in the context of evaluation in the training environment, there are three terms that have different meanings due to different levels of use, namely *measurement*, *evaluation*, and *decision making*. Measurement is used to obtain quantitative information or data by assigning numbers based on certain rules. Assessment is an activity to determine the success and coefficient of the program, while decision making or organization is based on the data and information collected.

Program evaluation is useful for decision makers to determine whether the program will be discontinued, improved, modified, expanded, or enhanced. In conducting program evaluation, appropriate techniques are needed. Program evaluation techniques are also called instruments or data collection tools.

The following are the results of research on the evaluation of training organized by the Makassar City Regional Staffing Agency:

Figure 4.6. Visualization of interview data



Source: Processed with NVivo 12 plus Software

Based on the results of the visualization above, the evaluation of training is carried out by means of the committee distributing questionnaires to training participants to assess deficiencies in the implementation of training, such as an assessment of the material provider during the training. Based on the results of the study, it is also known that the training materials presented are easily understood by the training participants. With the training provided to employees, it is able to provide positive changes.

Based on the results of research on the pattern of development of ASN technical training carried out by the Makassar City Regional Staffing Agency, it is known that the training held has been running well as it should be guided by

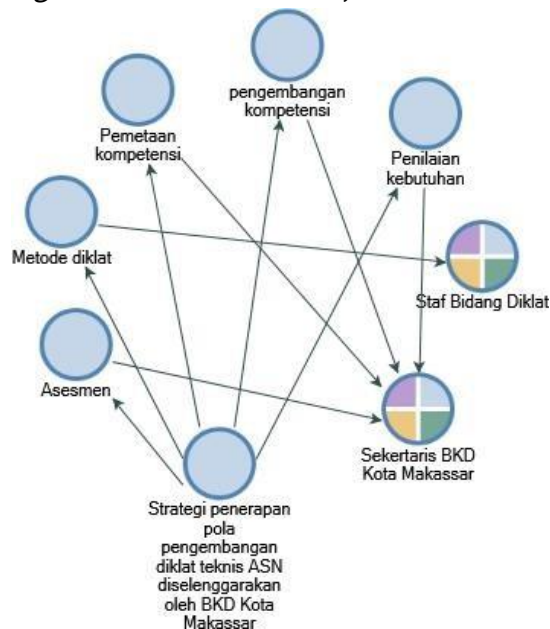
the curriculum issued by the State Administration Institute (LAN), but in its implementation it still refers to the training held so that its development has not been carried out properly, this is due to attachment to the curriculum rules issued by LAN related to organizing training.

## 2. Strategy for implementing the ASN technical training development pattern organized by BKD Makassar City

Development of Education and Training (Diklat) is one of the efforts made by the government in improving the competence and performance of the State Civil Apparatus (ASN) in Indonesia. Training development aims to improve the quality of human resources in public services and also strengthen the integrity of ASN. Based on the results of research related to the strategy of implementing training development patterns organized by BKD Makassar City, conducting *Training Need Analysis*, namely preparing an analysis of the needs of training/technical guidance/development of employees in developing technical competencies.

The following are the results of the research on the strategy of implementing the training development pattern:

Figure 4.7. Visualization of interview data



Source: Processed with NVivo 12 plus Software

Based on the results of the visualization above, the strategy carried out by BKD Makassar City in implementing the training development pattern is to assess prospective training participants regarding their competencies before attending the training, making it easier to determine the competencies and

materials needed by employees in developing their competencies, especially those related to technical matters.

This competency needs analysis can also determine the percentage of competency gaps for each position in the process of mapping the competency gaps of each employee. This strategy creates a new culture by changing the classroom or classical learning model to non-classical learning, such as virtual classes and distance training. However, the development of ASN competencies in the application of non-classical training is considered not good because there are still several problems in its application (Basri & Johannes, 2022).

## **CLOSING**

### **A. Conclusion**

Based on the results of the research and discussion in the previous chapter, it can be concluded that:

1. The pattern of development of ASN technical training carried out by the Makassar City Regional Staffing Agency is known that the training organized with the ADDIE model training approach has been running well as it should be guided by the curriculum issued by the State Administration Institute (LAN), but in its implementation it still refers to the training held so that the development has not been carried out properly, this is due to attachment to the curriculum rules issued by LAN related to organizing training.
2. The strategy carried out by BKD Makassar City in implementing the training development pattern is to assess prospective training participants regarding their competencies before attending the training, making it easier to determine the material needed by employees in developing their competencies, especially those related to technical matters.

### **Advice**

In accordance with the results of the research and the conclusions that the researchers put forward, the researchers can put forward several suggestions which are expected to improve the implementation of competency development training for technical or administrative ASN at the Makassar City Regional Staffing Agency, namely:

1. The Makassar City Regional Staffing Agency is expected to innovate in the development of training materials, so as to provide a new face to the implementation of training that will be carried out in the future. However,



- the form of development needs to be studied scientifically so that the development product can be a solution in solving training problems.
2. Training should be held before employees officially take office in an agency, so that there is no imbalance between the competencies possessed by employees and the tasks to be carried out.

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