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Human Resources Development Through Education and Leadership Training (Studies in the Government of South Sulawesi Provincial, Indonesia)

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Abstract: This study aims to analyze the human resource development efforts in the Province of South Sulawesi, Indonesia. This study used a qualitative approach and model development. Data was collected through interviews with the Governor of South Sulawesi and the Head of Training of South Sulawesi Province. The research results indicate that there is a need to develop targeted strategies and provide further attention to develop human resources in the South Sulawesi Provincial Government. The role of the board of education and training plays a major role in implementing human resource development strategy. From the study results obtained by the implementation of education and training models that can be more effective in its implementation. The education and training process is divided into several stages. These are: training needs analysis; development of tools and training modules; development of system competence; design and preparation of a performance-based curriculum; setting goals and learning objectives; provision of learning resources; delivery of education and training and evaluation of education and training delivery.

Key words: Education and training, human resources development, human resources development, human strategy, model training

INTRODUCTION

In his book Change of Die (2008), Alan Deutschman stressed on the importance of proactive change. As Robby Djohan said, "Change is an important part of management and any leader's success is measured by his/her ability to predict changes and to make such changes a potential". Where the dynamics of change is so fast now.

Society needs to keep up with the rapid developments in science and technology. While technology allows wider access to information, there is a growing pressure for workers to constantly update their skills. According Notoadmodjo, human resource issues are still in the spotlight for the organization to continue to survive in the era of globalization. Human resources have a major role in every activity of the organization. Although, infrastructure and resources are abundant, without the support of reliable human resources, organizational activities will not be resolved properly. Knowledge of human resources management is one way for people to integrate effectively in various organizations. Qualified human resources can be achieved when a person has the knowledge, abilities and high skill in carrying out its work (Atmodiwirio, 1993, 2002). According to Prihatminingtyas, human resource development contains a duty to utilize human resources owned by an organization optimally so that, human resources can work optimally together to achieve the goals in accordance with the vision and mission of the organization. Education and training programs (training) aim to improve the employee skills and morale to increase their productivity (Hasibuan, 2005). The Indonesian government encourages companies to address training gaps improve knowledge and work ethic of employees. There are several important factors that must be considered in any training program is post-training performance evaluation.

As stated in Government Regulation No. 101 of 2000, all the structural officials who occupy certain positions are obliged to follow leadership training according to the level of office held. This means that all structural officials that in the national government including the local government of South Sulawesi are mandated to undergo leadership training. Board of education and training of South Sulawesi face tasks and challenges and demands of the service is not light in the future will come in. Based on the results of studies conducted by educational

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institutions and training this was due to the growing needs of the stakeholders as a result of the development of public life. To the board of education and training of South Sulawesi (here in after in this research called education and training agency South Sulawesi Province) as a service provider needs to take steps of preparation and planning in realizing the objectives of education and training programs, namely that which is the realization of personnel resources capable in carrying out the duties and functions of his post. So, the role of training and education institutions as a vehicle for the promotion and development of personnel resources becomes very important also (Gaspersz, 2008).

Based on data from the provincial government of South Sulawesi, there are positions held by employees who do not carry out education and training appropriate to the position he held. Until the first half of 2014, of the 597 echelon 4 who have followed the training pim only about 20% or 132 people this means there are 465 echelon 4 were not followed leadership training. Echelon 3 to the same thing also happened at around 80% of the officials who have occupied echelon 3 leadership training not followed. This can be seen in the following table (Hamalik, 2000).

Based on data obtained by the South Sulawesi Provincial Education and Training Agency. Thus, the South Sulawesi provincial government through Governor Circular Letter No. 800/4650/BKD date May 16, 2014 the contents of the obligation to follow the leadership education and training for civil servants who have structural positions (Hamalik, 1993, 2000; Hasibuan, 2005). From the above data it can be seen that the phenomenon of the number of structural officials within the South Sulawesi Provincial Government who has never participated Leadership Training according to its hierarchy. This is contrary to Regulation No. 101 of 2000 which requires all structural officials who occupy positions to follow leadership training according to his level.

This is the main attraction for researchers to identify and analyze the influence of education and training for post-follow training participants and officials who occupy positions but have not followed the training. It is of course also to mengukut outcome of the organization's performance Education and Training Agency of South Sulawesi. Through the training program, employees are expected to have the knowledge, expertise and skills that can support the execution of their duties. Another purpose of the implementation of the training is the formation of educated and trained human resources, which is able to adapt to all the changes. It can affect the improvement of implementation employee performance, and ultimately can meet basic tasks and improve the performance of the apparatus.

MATERIALS AND METHODS

The research was conducted at the Provincial Government of South Sulawesi to analyze the steps taken by the Government of South Sulawesi Province in improving the performance of existing structural officials through the implementation of education and training. The study was conducted to assess how the South Sulawesi provincial government in addressing the structural conditions of officers who have not attended the training. Is leadership training implementation can provide added value in the performance of existing structural officials especially within the scope of the Provincial Government of South Sulawesi? Furthermore, this study used a qualitative descriptive approach and performance analysis techniques. Data were collected through interviews, survey, observation and review of related literature.

Interviews were conducted with the Governor of South Sulawesi and the Head of Training of South Sulawesi Province. The empirical process is the main instrument of research.

RESULTS AND DISCUSSION

Human resource development efforts is an activity that must be done by the organization to the knowledge, abilities, skills and attitudes of HR increased in accordance with the demands of the job. One way to do is to design an education and training program that will assist employees in updating existing skills and learn new ones to adapt to new technology.

The researchers in this study seek to outline the steps taken by the South Sulawesi provincial government in addressing the structural problems of the many officials who have not participated in education and training.

The decision of the governor obligations training: From the above data, it can be seen that the phenomenon of many officials within the scope of structural South Sulawesi Provincial Government who has never participated in leadership training according to its hierarchy. This is contrary to Regulation No. 101 of 2000 which requires all structural officials in to undergo leadership training suited to their level of position.

Due to this, the governor issued a circular instructing all officials of echelon 3 and 4 to immediately undergo

education and training. If officials fail to undergo training within 6 months, a performance evaluation will immediately be done to assess the official's competency, to determine whether he/she is fit for office.

Following this, a communication was sent to inform the officials of the leadership training details available to them.

Although, it has been occupying the post of >1 year but officials are concerned not also take part in education and training level with its position. Where staffing Act No. 43 of 1999 regulate the subject. This is of course a concern that the performance of an official who has not followed the education and training of leadership will be questioned. At present, the promotion or to occupy a central position to be improved by the government. One way is with the auction office. Auction this position has been carried out by several government agencies over a period of a few years back. To position itself to the auction rules currently being drawn up regulations governing the auction of office so that a reference in the technical implementation of the post auction is Letter Circular Minister PAN RB No. 16/2012 regarding the procedure how to fill vacant positions yang, open promos i was included in the Law on State Civil Apparatus No. 5 2014.

According to Sejaland Subarkah, the quality of human resources is largely determined by individual and institutional human resources. The quality of human resources can be reflected in human resource management yang diiterapkan based ting c at job competence that is based on the level of education you have the skills, work experience and mastery of technology.

According to Notoadmodjo, human resource development involves a process of changing the behavior (behavior engineering). So, through education and training of officials expected a change in structural performance and also can simultaneously deliver behavioral change towards more positive as the increase in providing services to the public.

In line with these opinions, Fustino Cardosa Gomes in Mangkunagara revealed that the employ's performance as "Phrases such as output, efficient and effectiveness is often associated withproductivity." The opinion states that the performance of an employee can not be separated from the results achieved as well as effective in improving productivity. It can be said that the performance of human resources is the job performance or work (output) of both quality and quantity of human resources to achieve the unity of the period of time in carrying out his duties in accordance with the responsibilities given to him.

South Sulawesi Governor Syahrul Yasin Limpo, S.H., M.Sc., M.H. delivered a public lecture to officials structural dlingkup South Sulawesi government in Space Pattern South Sulawesi Governor's Office on Tuesday (October 28th, 2014). In his speech, Syahrul gave advice on how to be an effective and efficient officer.

"Training is the process of becoming better, personally and the institution. You will not be able to answer the challenges of tomorrow with the thinking or the same paradigm. Do not be pejabat elitist, to be close to the people. In 2015, we will enter the ASEAN Economic Community. If governance is not good, then we will only be market and audience for other countries,"the interview dated August 18, 2015."

Syahrul said that government officials must have top intellectual and academic abilities and have modern and global management views. Furthermore, Syahrul believes that must have the capability of to efficiently preform the task at hand. He added that the state will only advance if it possesses the following qualities: it practices good governance, it is pro-people and it is selfless.

Governor of South Sulawesi very concerned about the performance of the structural because they were organizing all the existing staff in the achievement of organizational goals (Irianto, 2001; Kunegara and Anwar King, 2009) that public service excellence.

Education and training : According to Hamalik (2005), the concept of training systems operationally are: a process that includes a series of acts (attempts) carried out deliberately in the form of assistance to the labor performed by professional coaching in a certain time unit which aims to improve employability participants in a particular line of work in order to improve the effectiveness, productivity in an organization. Thus, there are training elements: process-intentional-in the framework of assistance-target (participants)-professional coach-unit of time-aimed at improving the ability of the workforce-associated with a specific job. According to Kenneth R. Robinson in Atmodiwirio (1993), stated: training, therefore we are seeking by an instructional or experiential means to developt a person behavior pattern in the areas of knowledge, skill or attitude in order to Achieve a desire, standard.

Education and training decisions are taken ole h governor not only increase the performance of officials structural but can improve the performance of all existing employees through the transfer of sciences. Such as Yag delivered by Robert L. Craigsaid training as: what is more important is the man ability to past on other the knowledge and skills gained in mastering circustomcess... when the massage was received by another successfully, we said that learning took place and knowledge or skill was transfered (Atmodiwirio,1993). According to James E.

Table 1: The amount allowances structural position according to echelon

Echelon	Allowances
HE	5,500,000
IB	4,350,000
IIA	3,250,000
IIB	2,050,000
IIIA	1,260,000
IIIB	980.000
IVA	540.000
IVB	490,000

Goverment Regulation No. 26, 2007. Allowance structure position

Gardner also stated that training is more emphasis on learning. Training can be defined broadly is the techniques and arrangements aimed at fostering and expedieting learning. The focus is on learning (Atmodiwirio, 1993) (Table 1).

Termination allowance position: Officials structural dilingkup South Sulawesi receive allowances according to the level positions that they have. Allowances structural positions are allowances granted to civil servants who have structural positions in accordance with regulations set by the decree of officials yang authorized, provided that: the amount of allowance is differentiated according echelon structural position based on government regulation, the latter stipulated in government regulation No. 26, 2007. Allowance structural positions; allowance structural position as well as determine the extension of the retirement age for the employee (echelon 1 and 2 until the age of 60 years, the special position of certain echelon can be extended up to age 62 years); allowance structural positions paid in the month following the date of the inauguration. If the inauguration was held on the 1st of the month in respect of or the next date when the 1st fell on a holiday, then the structural position dibayarkanallowancein respect. The amount of benefits received can be seen in Table 1.

Allowance received varies. This allowance is based on the level of rank and position. In motivating the existing structural officials, Head of Training of South Sulawesi Province to resort to the extreme. Head of Training Agency of South Sulawesi Province, Irman Yasin Limpo threatening Bureau Chief in the ranks of South Sulawesi Province that does not participate in Leadership Training to be prepared to restore his allowance.

According based PP 101 in 2000, every officer positions must pass leadership training selevelnya, if not then he went through office allowances will be returned.

"This ultimatum me, so if there are official head of the Bureau did not follow leadership training 2, according to regulation 101 of 2000 for 12 months did not come, then he should be returned allowance, if so that will be stripped of his"interviews with the head of the Education and Training Agency dated August 18, 2014.

Head of training agency also revealed that almost all the bureau chief in South Sulawesi Governor's office did not follow leadership training 2 and it menibulkan question.At the office of the governor of South Sulawesi Province alone, echelon 2, there are still many who have not followed leadership training. Head of education and training agency admits not knowing the reason of this echelon 2 officials so that they are reluctant to follow leadership training. Even at the same time ongoing leadership training 2 held o; leh education and training agency of South Sulawesi Province. However, echelon 2 of the scope of the Government of South Sulawesi only 2 people (Notoatmodjo, 2003).

Termination benefits in order to encourage structural officials in order to follow the training quite successful. Where at the end of 2014 all structural officials who do not follow leadership training enroll them in order to follow leadership training. Which of course it is a new challenge foreducation and training (Prihatminingtoys). Agency of South Sulawesi considering its limitations in implementing the training year.

Implementation of education and training: Education and Training Agency of South Sulawesi Province are facing new challenges that carry out training with a number of training participants is so great and the level of training is different. With the limitations in conducting training, head of education and training agency tried to overcome by working together with the education and training agency else that all structural officials who do not follow the training can be given education and training in the period 2015 South Sulawesi Provincial education and training agency entered into a collaboration with the Institute of Administration of the Republic of Indonesia in overcoming this problem. Institute of Public Administration in the joint is ready to provide assistance in the form of training of competent teaching staff and training facility (Sugiyono, 2002).

In addition to its collaboration, the head of education and training agency also made a breakthrough in the training organized by creating new training pattern wherein in that regard researchers saw the implementation of strategic management in the development of quality leadership training echelon officials, can be described as follows.

Leadership training analisys: Leadership Training needs analysis is useful for determining the difference betweenthe real situation and the desired conditions in the implementation of the work of an organization. As the material needs analysis, obtaining input from assessment

information compares results between levels of employee performance with the performance standards. The comparison can identify the weaknesses that occur and then used as input for analysis and planning needs. Besides, the needs analysis and planning is influenced by the vision, mission and strategic objectives, targets. Further analysis may further described as:

- Destination Needs Analysis (Atmodiwirio, 2002) is as follows
- Describe the exact nature of a description of execution of work
- Determine the causes deskripansi execution of work
- Recommend a suitable solution
- Describe the prospective participant populations

Process needs analysis:

- The first step, identifying and describing the work execution gaps
- The second step, determine the causes of the gap
- The third step, identify gaps execution of the work based on the lack of knowledge and skills
- The fourth step, determine whether the training of possible solutions
- The fifth step, solution recommendation
- The sixth step, describe the role or task execution

Planning (Gaspersz, 2008):

- Types of education and training should be given
- Who harus receive education and training
- How much education and training required
- How much time is needed to reach the level of education andtraining
- How do I provide education and training programs
- At what cost
- Sources of funding

Development tools and teaching material: Emphasizes the dynamic mindset and reason in order to have a comprehensive insight to carry out the task to win the competition and the benefit to the purpose specified agencies. Increase the knowledge, expertise and skill as basic capital in carrying out its duties and responsibilities.

System development competence: System development competence identify a job or key positions that will be created competency model; perform further analysis of the work process is important (the way of work, working time, labor relations, responsibility) in the lock position; do a survey about what competencies are needed in order to successfully carry out such work.

If necessary, perform a survey on the competencies needed to reflect on the star performerorinputfrom the immediate supervisor; all the inputs are there, make a list of the types of competencies whatever is needed at a particular position; describe the meaning of each type of competence that has been written; determine the level of mastery of the competency scale to be made for example (very poor), (poor), (medium), (good), (very good); create a description of a type of competence on a scale that has been made; test back each competency that has been made in order to be applied.

Curriculum: Curriculum development is a very important step that will determine the success of the training. The purpose of the curriculum is "what must be achieved which is a guideline that must be known, and how to do the curriculum" (Atmodiwirio, 2002). Broadly speaking, according Atmodiwirio (2002) that measures training curriculum development as follows: reviewing or analyzing the needs analysis needs; determine the objectives and determine the content or the key learning areas; determine the content or key learning areas; determining the method that will be used and evaluation.

Learning objectives: Learning setting goals is the most critical tasks in the implementation process leadership training 3. Because "the goal is not clear, the measurement of hard to do and result in less good on test preparation, as well as evaluation criteria training" (Atmodiwirio, 2002). The purpose of the course is as follows: a basis for developing questions (test); a tool for the evaluation of training programs and materials; the tools to determine the method of delivery, content, outline and sequence and the type of media used; tools for participants to direct its attention to the results and lessons search expected behavior (Atmodiwirio, 2002).

While learning objectives consists of three domains according to the type of capability that is reflected in it, among others: cognitive is a goal that focuses on the ability to think; psychomotor, the purpose of which is to focus on the skills of carrying out the physical movement; the affective domain, which focuses on the ability destination attitude (Atmodiwirio, 2002). The learning objective is a statement aboutthe desired outcome of a training. The learning objective "to make a link between the line of thinking which direction you want to target participants with the design and development of learning activities that are made" (Irianto, 2001). Without formulating clear goals, learning outcome will most likely not be able to meet the needs in accordance with the training needs analysis.

Learning objectives from the perspective of present coach the instructions for the preparation ofthe training

content so that the coach should be able to understand the material presented, limiting inormasi granted, giving the material a consistent basis; information on the priority issues and contentin training; criteria to develop assessment and evaluation process; the basis on which coaches candetermine and plan the learning experience. Meanwhile, from the perspective of the participants among other things: instructions on what information is important and unimportant; what information will be presented in the training; the criteria by which they will be assessed (Irianto, 2001). Components of learning objectives, among others: "performance (performance), a standard in which a set of performance measurement, requirements (conditions) where the activity can be done" (Irianto, 2001).

Learning resources: Learning resources are all means of presentation that is capable of presenting the message, both auditory and visual. While this learning resource centers are: organized activities consist of a chairman, the staff, the equipment there is one or several special facilities, procurement and storage of teaching materials and regulatory development and planning services related to curriculum and instruction. While the benefits of the learning resources include: a source of learning has the power or force that can provide what we need in the teaching process; learning resources can be used individually but can be fit for purpose; a source of learning can change the behavior of a more perfect fit for purpose; learning resources can be divided into two learning resource is designed to get up and stay put (Atmodiwirio, 2002).

Implementation of training: Implementation of the training can be divided into three steps, namely a preparatory step, step execution and reporting steps. For details, all three steps can be described as follows. Step preparation: a preparatory step consists of the following activities: preparing a circular about the program leadership training 3; preparing instruments entrance test leadership training 3 if needed; melaksanakaan entrance test participants leadership training 3; preparing manuals/instructions; call participant; determining the instructor; prepare the forms /form; provide equipment leadership training 3; preparing leadership training 3 implementation costs (administrative costs, educative).

Step implementation: Step implementation includes activities relatedto the implementation process leadership training 3 consisting of: opening; carry out academic activities.

Step assessment and measurement: Activities assessment and measurement is part of the training process. When this process has been done can be said to be complete and thorough training. Assessment is directed to control the achievement of the objectives of the studies curriculum and the level of mastery of the subject matter by the participants. It can be seen with the assessment of the efficiency of training activities that have been implemented and instructional media used by the coach. Besides assessment provides an overview of the success rate of participants, barriers that exist, weaknesses and strengths are perceived (Hamalik, 2000).

While understanding rather than measurement in training as follows: "measurement with regard to the activities of constructing, administering and suspended tests as well as processing and interpretation which is then used as the basis for considering the value" (Hamalik, 2000). Other than that the assessment principles Training principles that should be considered include: the assessment should be given based on the examples or samples considerable achievements, both kinds and amounts; technically be distinguished pembijian and assessment; the process of giving value to know that there are two kinds of orientations can be consistent or inconsistent; the provision of value activities should be an integral part of the learning process; the assessment must be comparable means that after a phase measurement carried out and resulted in the figures, the achievement of which occupy only the seed level should acquire the same value as well (Hamalik, 2000).

Training evaluation: Evaluation is a systematic process of data collection to measure the effectiveness of a program in training. An evaluation activities "is expected to measure success, whether leadership training 3 defined objectives can be achieved" (Atmodiwirio, 2002). The evaluation phase in the "Conceptual Model 3 comprehensive leadership training" that at every stage in the process leadership training 3 evaluation. This condition is conducted to determine the extent of the success of each stage of the process activities leadership training 3. Hopefully, by the gradual evaluation will be able to prevent the occurrence of irregularities in the entire process. With this gradual evaluation can identify the weaknesses of each stage and when the deviation is known to occur more quickly for immediate repair.

The evaluation process leadership training 3 can be done through the stages as follows: planning of the evaluation; carry out the evaluation; make a decision based onthe evaluation results. While the steps in the evaluation process consists of the following steps: registering training purposes; registering planning issues

are critical; meriviu available information about the evaluation; develop evaluation purposes; general view(overview)evaluation of the reaction; outlines the evaluation of learning; an outline of the evaluation of the behavior; a general description of the evaluation; designing studies (Atmodiwirio, 2002).

CONCLUSION

It can be concluded that the development of human resources does not escape the attention of the leadership of the organization. Encouragement to employees made of persuasive action to the repressive measures x. This is in order to build a quality and efficient workforce that will help the organization achieve its goals. It was also found that leadership education and training if effective developing the quality of structural officials in government organizations. There are stages in the employee development model: analysis of training needs adjusted between real conditions and desired conditions, development of tools and teaching materials, development of system competence, preparation of a performance-based curriculum, setting goals and learning objectives, provision of learning resources; delivery of education and training and evaluation of the of education and training delivery.

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