

**Implementation of Political Position, Organizational Composition,
Description of Duties and Functions and Working Procedures of the
Indonesian Human Resource Development Agency**

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Abstract

This study aims to provide an overview and evaluate the development ability of state's employee in East Java State's Employee to receive human resources training, and to analyze the determinant factors that contribute to their achievement and their ability to fulfill their obligation.

This research was conducted in East Java Human Resources Development Agency. This type of research is qualitative with a case study approach. Data collection techniques were carried out by observation, interviews and documentation. Data analysis was carried out using qualitative descriptive analysis with the following steps: data reduction, data presentation and data verification.

The research results show that, the use of village funds, both in terms of planning and implementation, is not only not participatory, it even involves more bureaucratic officials at both the village and district levels. The next consequence is the emergence of programs that should be different from one village to another because of different needs and desires, but in reality the programs in the four villages are uniform, such as making drainage, veving blocks, procuring mobile phones and air conditioners as well as repairing and renovating village offices.

The determinant factors that contribute to village readiness in receiving human resources training include the time factor (timing), regulatory factors, and prudential factors. The Village Fund as a policy is considered to be implemented too quickly, before it is implemented there must be preconditions such as readiness, both institutional, human resources and programs. Likewise, regulations that change frequently result in overlapping policies and issues of caution that make implementers ambiguous, half-hearted, and even fearful of receiving and implementing village funds.

Keywords: Public Policy, Evaluation and Human Resources Training

1. Introduction

1.2. Introduction to Problems

One of the factors that influence governance is the bureaucracy. The good or bad of the bureaucracy depends on the quality of Human Resources, namely the State Civil Apparatus (ASN) and their ability to realize the bureaucracy so that the goals of government can be said to be successful.

Good Governance is a goal to be achieved in governance, through three domains as its pillars namely government apparatus, business world (corporate) and society (society). Synergy and harmony need to be built between these three pillars, in order to create good governance. (Sumaryadi, 2016: 13). To manage government properly, resources are needed and the most important resource among existing resources is human resources (Hariandja (2002: 2). It is expected that ASN as public sector human resources carry out government functions, including providing services to the community.

The current problem is that the East Java Provincial Human Resources Development Agency is carrying out its duties in accordance with existing regulations, but many results from training are not in accordance with a work procedure, such as placement of positions that are not in accordance with the scientific field. And so did many participants who were sent to the East Java Provincial Human Resource Development Agency training East Java Province who did not meet the established competency standards so that the output results issued by the East Java Provincial Human Resource Development Agency during the training felt less than optimal.

The Human Resources Development Agency is tasked with formulating technical policies in the field of developing ASN competencies, carrying out the duties of developing apparatus competencies for ASN and monitoring, evaluating and reporting implementation in the field of developing apparatus competencies for ASN. With a task like that, it becomes a problem for the East Java Provincial Human Resource Development Agency which is currently experiencing. As in the implementation of increasing staff competence, it is in accordance with the gubernatorial regulations, but the realization in the field is not according to the expected target because many staff have no progress on competency improvement and many staff placements do not use procedures in accordance with the output from the results of competency training and development organized by the Human Resources Development Agency in East Java Province.

1.3. Problems Identification

As a dynamic organization which of course follows developments in conditions and applicable laws and regulations, the East Java Provincial Human Resources Development Agency in carrying out its duties and functions also faces various problems. The problems faced in the provision of education and training services, especially in terms of position, duties and principal policies as well as the organizational structure of the East Java Provincial Human Resources Development Agency, include;

1. The implementation of apparatus competency development is not yet fully competency-based based on the real needs of employees. The existence of the State Civil Apparatus in the reform era and the implementation of regional autonomy now has a very strategic position, because the current or not, whether good or bad in the administration of government and public services, is highly dependent on the competence, dedication and integration possessed by the State Civil Apparatus (ASN).
2. Implementation of apparatus competency development evaluation has not been carried out consistently and continuously. Evaluation of competency development refers to the process

of collecting the results needed to determine the effectiveness of the training carried out. Evaluation of the correct education and training program will function as a control in the implementation of the education and training program so that the set goals can be achieved;

3. There are still limited resources for developing modern and professional competencies. Forms of education and training reform, namely competency development resource reform through systematic and sustainable improvement of the quality of education and training personnel;
4. The lack of optimal implementation of coordination, synchronization and standardization of programs between the provincial government and district/city governments.

1.4. Theoretical Background

New Public Management

Basically theorists developed the NPM (New Public Management) Model, as an effort to overcome anxiety over the various problems encountered in the bureaucracy which tended to be poor in providing services to the community caused among others by work patterns that were still traditional, outdated so that they were unable to accommodate environmental changes. that's so fast. The NPM model offers a managerial approach that is adaptive to various changes so that various services to the community will be fulfilled as expected.

Hood (1991:3-19) offers an approach to internal change within the organization "Hands-on professional management, explicit standards and measures of performance, greater emphasis on output control, disaggregation of units, greater competition, private sector styles of management, and discipline and parsimony in resource utilization." Some aspects that need to be changed are "Management; Performance standards; Output and outcome control; Breakdown of work units; Creating competition; Adoption of management style in the business sector; Discipline and thrift over the use of resources."

Scope of Human Resources Development

According to Hasibuan, the types of development are divided into 2, namely informal and formal development.

1. Informal development, namely employees of their own will and efforts to train and develop themselves by studying literature books that are related to their work or position.
2. Formal development, namely employees or employees assigned by the organization to attend education or training, both carried out by the organization and carried out by educational or training institutions.

Judging from the implementation period, training as part of development tasks, Sedarmayanti stated that the scope of human resource development is as follows:

1. Pre service training (pre-assignment training) is training provided to prospective employees who will start working, or employees who are just debriefing, so that they can carry out the tasks that will be assigned to them.
2. In service training (on-duty training), is in-task training carried out for employees who are on duty in the organization with the aim of increasing their ability to carry out work.
3. Post service training (retirement/post-service training) is training conducted by organizations to assist and prepare employees for retirement, for example entrepreneurship training.

Analysis of Training and Development Needs

Employee training and development is designed to help the organization achieve its goals. Therefore, the determination of organizational training needs reflects the diagnostic stage of determining training objectives.

This assessment looks at employee and organizational performance issues to determine whether training will help (Mathis and Jackson, 2011: 308). The reason for the need for a training program was stated by Cormick (Anwar Prabu Mangkunegara, 2013: 46) that: An organization should commit its resources to training activity only if in the best judgment of the managers, the training can be expected to achieve some results other than modifying employees behavior. it must also support some organizational goals, such as more efficient production or distribution of goods and services, reduction of operating costs, improved quality, or more effective personal relations.

2. Method

Based on Cormick's opinion that an organization needs to involve its employees in training activities only if it is the manager's best decision. Training is expected to achieve other results than modifying Employee behavior. It also needs organizational support and objectives, such as more efficient production and distribution of goods and services, lower operating costs, improved quality, and more effective personal relationships. The purpose of the needs analysis activity is to find or identify what capabilities are needed by employees in order to support organizational needs (Soekidjo Notoatmodjo, 2012: 33).

The effective criteria used to evaluate training and development focus on processes and outcomes (Sjafri Mangkuprawira, 2012: 156). Furthermore, there are several important things that need to be considered in evaluating training and development, namely:

1. Participants' reactions to the content and learning process that has been implemented, from very dissatisfied to very satisfied.
2. Knowledge from learning gained through training and development experience, from very less to very much increased.
3. Changes in behavior, namely from the resulting attitudes and skills.
4. Measurable results or improvements to individuals and organizations, such as decreased employee turnover, work accidents and absenteeism.

The same thing was also expressed by Kirkpatrick (Mondy, 2012: 231) regarding the training and development evaluation model which consists of the following approaches:

1. Opinion of Participants Evaluating training and development programs by asking participants' opinions is a matter of providing responses and suggestions for improvement. This approach is a great way to get feedback quickly and inexpensively.
2. Level of Learning Some organizations carry out tests to determine what participants have learned in training and development programs. The pretest-posttest control design is one of the possible evaluation procedures used.
3. Behavior Change Tests may accurately show what participants have learned, but provide little indication of the training's ability to lead participants to change their behavior. What can be proven in training and development is the emergence of behavior change.
4. Achievement of training and development objectives Another approach to evaluating training and development involves determining the extent to which programs have achieved stated objectives and had a real impact on performance.

From the several concepts stated above, it can be concluded that to evaluate training and development programs, it can be seen from four aspects which include Employee reactions to the implemented program, learning or knowledge obtained by Employees, changes in Employee behavior and finally, the extent to which training and Employee development can have an impact on organizational improvements that appear in the achievement of the desired goals. These aspects can be considered by the organization in following up on programs that have been implemented whether it needs improvement and adjustments to new developments.

The location of this research was conducted at the East Java Provincial Human Resources Development Agency. In this case the researcher conducts passive participatory observation, where the researcher comes to the place of activity of the person being observed but is not involved in the activity. prospective informants so that it is easy to obtain information for research purposes.

In accordance with the type of research above, the researcher used an interactive model from Miles and Huberman (2011) to analyze the research data. Activities in qualitative data analysis were carried out interactively and continued continuously until complete, so that the data was saturated.

The data analysis process begins by examining all available data from various sources. Once reviewed, the next step is to make a summary for each contact or meeting with the informant. When summarizing data, there is usually one element that cannot be separated from the activity. This inseparable activity is known as making abstractions, namely making a summary of the core, process, and requirements originating from the respondents.

3. Results

The East Java Provincial Education and Training Agency was established in 1980 in Surabaya as the implementing element of the East Java Provincial Government in the field of education and

training for apparatus, which has developed from a small education and training organization into a large education and training institution. In 2012, the East Java Province Education and Training Agency underwent a change in its organizational structure based on the East Java Province Regional Regulation number 10 of 2012 concerning the Organization and Work Procedure of the Inspectorate, the Development Planning Agency and the Regional Technical Institutions of the East Java Province.

Regulation of the Minister for Empowerment of State Apparatuses and Bureaucratic Reform Number 53 of 2014 concerning Guidelines for Preparing Performance Determinations and Reporting on Government Agencies Performance Accountability. Government agencies such as education and training institutions are required to evaluate their education and training performance by comparing performance targets with actual performance. Education and training performance targets are contained in the performance planning document. While the realization of performance is obtained from the factual performance obtained. How is the implementation of performance measurement in education and training institutions and how technical is the measurement.

The performance of the East Java Provincial Human Resources Development Agency in 2020 shows achievement in accordance with the targets documented in the strategic plan document of the East Java Provincial Human Resources Development Agency, namely the realization of the following target achievements;

A complete brief description of the evaluation results is:

1. In general, the East Java Province's Human Resource Development has implemented a Government Agency Performance Accountability System (SAKIP) as the implementation of performance management;
2. The preparation of the planning document has been translated into various targets and performance indicators for all ASN at all levels. What needs to be considered is the adequacy of success measures that indicate achievement of performance;
3. Monitoring and evaluation of the Performance Agreement that has been prepared has not been fully carried out;
4. Implementation of Performance Accountability as a performance culture is still partial and has not been implemented evenly in all agencies.
5. It is necessary to re-map the performance measures used so that the performance measures can properly describe the output/outcome produced in accordance with the authority at each level;
6. Compilation of performance cascading so that it is more comprehensive regarding the impact of the implementation of programs/activities on target achievement and maintaining alignment between KPI and IKI and compiling performance-based budgeting;
7. Minimizing the possibility of deviation in performance achievement, in order to pay attention to the alignment of cascading performance with business process maps and the possibility of intervention from related parties;

performance accountability so that it can be carried out continuously and can be developed with performance management applications;

Paying attention to and following up on the evaluation results recommendations provided, as feedback for improving performance planning, implementing performance management and increasing performance achievements.

From the calculation of the performance achievements above, it is known that the activity of preparing Planning and Budget Documents with performance indicators of the percentage of program indicators with a target of 100% was successfully realized by 100% so that the achievement was 100%. Meanwhile, from the budget allocation of Rp. 450,000,000, - succeeded; realized Rp. 439,626,041,- (97.67%). Of the five program indicators owned by BPSDM East Java Province, all targets can be met from the realization and performance results produced. This shows that the determination of program indicators and their magnitudes are in accordance with the capabilities and performance of each echelon III unit within the BPSDM East Java Province.

The achievement of increasing budget realization was achieved through the implementation of Financial Administration Management activities with performance indicators. 3, 477, 283, 357,- (98.56%). This achievement shows that the budget allocation is in accordance with the performance implementation. By achieving all of the program indicators that are owned, it shows that there is efficiency in the use of the budget for implementing various activities within the BPSDM East Java Province.

Based on the Performance Evaluation and Analysis of the Strategic Target Budget, namely increasing alumni of PNS leadership training and CPNS basic training with performance indicators namely the percentage of alumni of PNS leadership training and CPNS basic training, then based on the 2020 performance target of 91% realized 99.97% with an achievement of 109.86%. The increase in alumni of PNS leadership training and basic CPNS training exceeded the 91% target as follow:

1. The large number of Leadership Training Alumni is due to the fact that many officials who hold positions according to the position level have not attended training;
2. There are still many CPNS in the regions and at the center who have not attended Latsar or Pre-Service training due to budget constraints the previous year or have not been budgeted for so that it can only be implemented in 2020;
3. There is coordination, intense communication between BPSDM East Java Province and Regency I City and Center to send training participants to BPSDM East Java in improving and developing ASN competencies. Meanwhile, for the 2020 Basic and Managerial Competency Development Sector budget, a budget allocation of Rp. 19,970,400,000,• with a realization of Rp. 13,086,981,419, - or 65.53%. The failure to achieve 100% realization of absorption was due to efficiency in the learning model Leadership Training from the Classical model to the Blended Learning model, namely a combination of virtual and classical learning so that several activities that require large costs such as honorarium for teaching staff Widyaiswara, resource persons, consumption, accommodation and business

trips for visits and field studies can be arranged. Besides that, the implementation of the National Leadership Training Kindergarten. II (PKN) which was programmed in TW IV could not be implemented because it was not permitted by LAN RI because the duration of implementation was only 3 months while based on the curriculum for 4 months it was feared that the quality would not be optimal, this greatly affected budget absorption.

Based on the results of the calculation of performance achievements and evaluation of the performance achievements of the Managerial Sector, the following follow-up plans are designed and implemented in the context of improving performance. Some things that still need attention to be further improved in the next year, among others:

1. Developing managerial competency development activity programs by innovating types of leadership training using distance learning methods;
2. Improving the quality of implementing leadership/managerial competency development both in the provision of competent curricula and lecturers
3. Consultation and coordination with managers of leadership competency development at the Central, Province, Regency/City and partners at home and abroad.
4. Increasing the synergy of mapping the need for leadership competency development in Provinces and Regencies/Cities.

The results of the research that has been carried out in the previous chapter show that the Implementing Policy Regarding the Position, Duties and Functions and Organizational Structure of the East Java Provincial Human Resources Development Agency has an influence on the performance of ASN BPSDM through training and development of ASN Education and Training as this is shown by the efforts that have been stated to be very significant. This result means that the higher the value of the Policy Regarding Position, Organizational Structure, Job Description and Functions and Work Procedures of the Human Resource Development Agency, the ASN's performance will also increase. A low level of assessment of the Policy Concerning Position, Duties and Functions as well as the Organizational Structure of the Human Resources Development Agency will automatically result in a low level of performance appraisal for ASN because any behavior carried out while at BPSDM East Java will reflect good or bad performance. Based on the value as conveyed in the key informant's response it appears that the level of Policy Regarding Position, Duties and Functions and Organizational Structure of the Human Resource Development Agency has received a very high score where the statement gets the highest points among the other items. Overall item items increase the high rating.

In terms of ASN performance, researchers also found the same thing that happened at the policy level regarding Position, Duties and Functions and Organizational Structure of the Human Resources Development Agency, where based on the key informants, the ASN performance in the research respondents was very high, even though the value had exceeded the value. which can be interpreted as having better ASN performance conditions in terms of carrying out activities and carrying out work in the BPSDM Prov East Java work environment. ASN sees that implementing existing policies in the work environment can improve performance automatically. Professionalism is the highest value among other items. So that it can be said that all ASN carry

out their duties within the work environment of BPSDM East Java Province in a professional manner.

The findings above show that new discoveries have emerged because so far the Policy Regarding the Position, Duties and Functions and Organizational Structure of the Human Resource Development Agency has affected the increase in ASN performance and according to Overman in Keban (2012: 85) stated that public management is not "scientific management", although heavily influenced by "scientific management". Public management is not "policy analysis", nor is public administration, reflecting the pressures between the political orientation of policies on the other hand. Public management is an interdisciplinary study of general aspects of organization, and is a combination of management functions such as planning, organizing and controlling on the one hand, with HR, financial, physical, information and politics on the other. Public Management According to Shafritz and Russel (in Kebab, 2012:93) is defined as someone's effort to be responsible for running an organization, and utilization of resources (people and machines) to achieve organizational goals.

4. Discussion

A spirit of progress is needed to change competency standards. Many decisions must be made without having to stiffly wait for the facts. Currently, organizations are faced with the choice of implementing planned changes or being forced to change. To control the future, organizations must be able to manage change well. To complete these criteria, Peter Drucker reminds us all that "The main threat faced by organizations in the future is not turbulence (upheaval/chaos), but the most dangerous is if the organization is managed using the logic of the past". This is where the need for change, including the desire to change by creating competency standards that are competitive and up to date. Increasing the competitiveness of human resources (HR) of apparatus can be done through the development of these competency standards. Therefore all the government's capabilities at that time had to be directed to systematic and planned efforts to try to build competency standards, so as not to get stuck in the management of apparatus human resources using the logic of the past.

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