

# Implementation of Leadership Training Policy Based On Change Management in Hr Development Agency South Sulawesi Province

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## Abstract:

The Implementation of the Leadership Training Policy Based on Change Management at the Human Resources Development Agency of South Sulawesi Province was guided by Hamsu as the promoter and Manan as the co-promoter.

This study aims to describe stakeholders regarding the implementation of supervisory training program policies, obstacles faced in program implementation, and strategies used to support South Sulawesi Province's human resource development policies.

This study uses a qualitative approach, a research procedure that produces data in the form of written or spoken words from people and observable behaviour. At the same time, this research is an exploratory case study, one of the research strategies that examine a certain type of background, object or event thoroughly at a certain time. Data collection techniques are carried out through; interviews, documentation, media review, and observation. The informants in this study consisted of two main informants who were selected purposively and ordinary informants who were selected by snowball sampling. This study uses qualitative data analysis techniques concerning Miles and Huberman through the stages (1) data reduction (2) data display; (3) Drawing conclusions.

**Keywords:** Change Management, Training Management

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## I. Introduction

In mid-2013, the Republic of Indonesia State Administration Institute (LAN RI) implemented leadership education and training (Pim Training). The Pim Education and Training learning model is a change from the behavioristic and cognitivist learning paradigm that is behaviour-based and teacher-oriented to constructivist learning that is experience-based and student-oriented.

The above changes can be interpreted as an innovation that includes two perspectives, namely: first, public sector policy innovation that creates future leaders with integrity and character; and second, the innovation of learning methods which are aspects of learning directly from the experiences of students when designing and working on change projects. After implementing the New Pattern Diklatpim, the policy has been running for approximately six years (until the end of 2018). Then at the level of training participants, there are still misunderstandings, differences in perceptions, inconsistencies and deviations in the practice of the learning process in implementing the application of innovations in making project changes. Based on the rules applied to the New Pattern Education and Training, at all leadership training levels, training participants are expected to apply innovations in their change-making projects. At the Level IV training and education level, where the training participants are Echelon IV officials who are elements of the operational leadership of the activity, it is expected to apply innovation aspects to the activities that are the change project.

The emergence of new policies in the development of human resources, especially the state civil apparatus, cannot be separated from the challenges that arise in this millennium century. The new policy was marked by the issuance of Regulation of the State Administration Agency (LAN Regulation) Number 15 of 2019 concerning Supervisory Leadership Training (previously, the position was called the Echelon IV position). In the LAN Regulation, it is stated in article 1, paragraph 1 that Supervision Training, in the future abbreviated as PKP, is a structural leadership training as regulated in government regulations governing the management of civil servants.

With this latest LAN regulation issuance, it will become the basis for all ASN training institutions in organizing Supervisory Leadership Training. It is inevitable that the role of leaders in changing the face of an organization is still very much needed today, and ASN supervisory supervision can be one of the goals of employees in improving the organization in order to achieve the best service for the community and achieve the desired changes.

Every innovation, including the New Pattern Pim Training, will always cause uncertainty, especially in the early stages of the adoption and implementation process. Misperceptions, different perceptions, inconsistencies and deviations in learning practices are the main problems all current Provincial Education and Training Agency and Regency/City Education and Training Agencies face. These problems arise as a result of "uncertainty" caused by policy innovations and lessons learned from the New Pattern Pim Training.

In 2021 the Human Resources Development Agency of South Sulawesi Province facilitated the implementation of supervisory leadership training in 4 (four) district and city governments, namely the Selayar Islands Regency with 34 (thirty-four) participants, Jeneponto Regency with 33 (three) participants. thirty-three) people, and Palopo City with 40 (forty) participants. Constraints that arise in the implementation of the training are generally related to the COVID-19 pandemic outbreak so that it adapts to the new habits of health protocols. Meanwhile, from the technical aspect of training implementation, the common obstacles were related to the participants' understanding and efforts to complete the task of making working papers in action reports on changes in service performance to the community.

Some of the problems found from the results of the study on the implementation of the training above include: Achieving Objectives and Accuracy of Training Objectives, Training Content or Materials, Training Facilitators, Training Methodology/Training Effectiveness, Training Implementation (services, infrastructure and facilities, accommodation, and consumption, and etc.).

From the description of the problem above, it is considered important to develop a leadership training system with reference to change management. Because the development of bureaucratic reform requires an accelerated change in increasing the competence of the state civil apparatus in serving an increasingly intelligent society in this era of globalization, therefore, this study examines the development of a change management-based supervisory leadership training system that focuses on the process of implementing supervisory leadership training.

## **II. Literature Review**

### **Public Administration Theory**

According to Dunsire (1991:9), that administration can be interpreted as direction, governance, implementation activities, directing activities, creation of principles of public policy implementation, activities to analyze, balance and present decisions, policy considerations, individual and group work in produce public goods and services and as an arena for academic and theoretical work.

In the aspect of public administration theory, policy implementation is placed as a very important part of understanding public administration. Public administration is the process by which public resources and personnel are organized and coordinated. Thus it is clear that public policy is a set of actions that contain goals, meaning that a public policy is an attempt to define and develop a rational basis for taking or not taking action.

### **Public Policy Theory**

The policy is a very complex process when it is put into practice. It is often even politically charged with the intervention of various interests. The description of the complexity of the implementation process can be seen in the statement put forward by an expert in policy studies, Bardach (1991:3), namely:

“It is enough to make a general program and policy that looks good on paper. It is even more difficult to formulate it in words and slogans that sound pleasing to the ears of leaders and voters who listen to them. And it's even more difficult to implement it in a way that satisfies everyone, including those they consider clients.

Meanwhile, according to Nugroho (2007: 151), the concept of public policy cannot be separated from the development of administration and political science. In its development, according to Wilson, public policy is considered a political domain, and its implementation is an administrative domain.

### **Policy Implementation Theory**

In the study of public policy, it is said that implementation is not only concerned with the mechanism of elaborating political decisions into routine procedures through bureaucratic channels, but more than that, implementation involves issues of conflict, decisions, and who gets what from a policy. Therefore, it is not too wrong to say that policy implementation is a very important aspect of the whole policy process.

Van Meter and Van Horn, as quoted by Abdul Wahab (1990: 51), formulate policy implementation as follows:

"Policy implementation is actions taken by government and private individuals (and groups) directed at achieving the goals set in previous policy decisions. These actions include efforts to turn decisions into operational actions within a certain period of time and to achieve major and minor changes defined in policy decisions".

#### Change Management Theory

Changes can be divided into two types: unplanned and planned changes. Unplanned changes consist of Changes due to developments (Developmental Change) and Changes suddenly (Accidental Change), while planned changes are changes that are intentional/even engineered by the management. Changes that are made intentionally are mostly carried out on their own accord so that the process of change is mostly attempted by the system itself. In fact, we often think about change, even though at that time, change is happening.

#### 1. Kurt Lewin's Three Step Model Change version

One of the classic theories in managing change is Kurt Lewin's Theory, known as the Lewin Model. This model describes the stages in carrying out planned changes, and continuous improvement helps in long-term sustainability in an organization's management. Lewin's theory is known to explicitly assert that change is real. It is very important for managers or change agents to identify an appropriate theory or model of change that provides a framework for implementing, managing and evaluating change (Wren, J., and Dulewicz, V, 2005). Each theory has its own way of examining change and describing how it occurs.

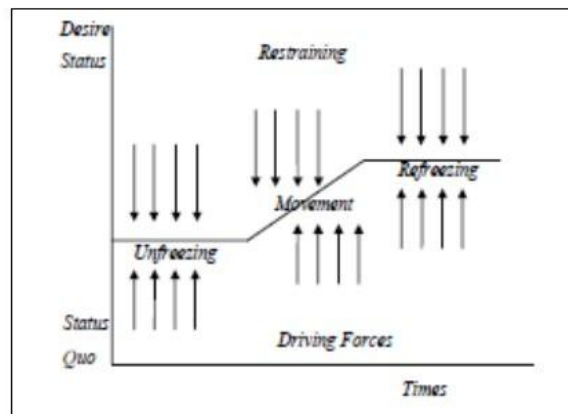


Figure 1 Lewin's Three-Step Model

#### 2. John Kotter's Model of Change 8 Stages of Change

There is one model of change that has been tested by all global organizations and multinational companies. Namely, the change model was initiated by John Kotter, a professor from Harvard Business School and an expert on change management. Kotter provides a sequence of steps for change, starting with creating a sense of urgency, recruiting leadership in change, building a vision and communicating it effectively, overcoming obstacles, making periodic wins, and then continuing to drive the momentum of change.

According to John P. Kotter (Kotter, 1996), an act of change that is carried out without sufficient coalition support can be successful but will not last long. Then there will be resistance that will make the change effort weak.

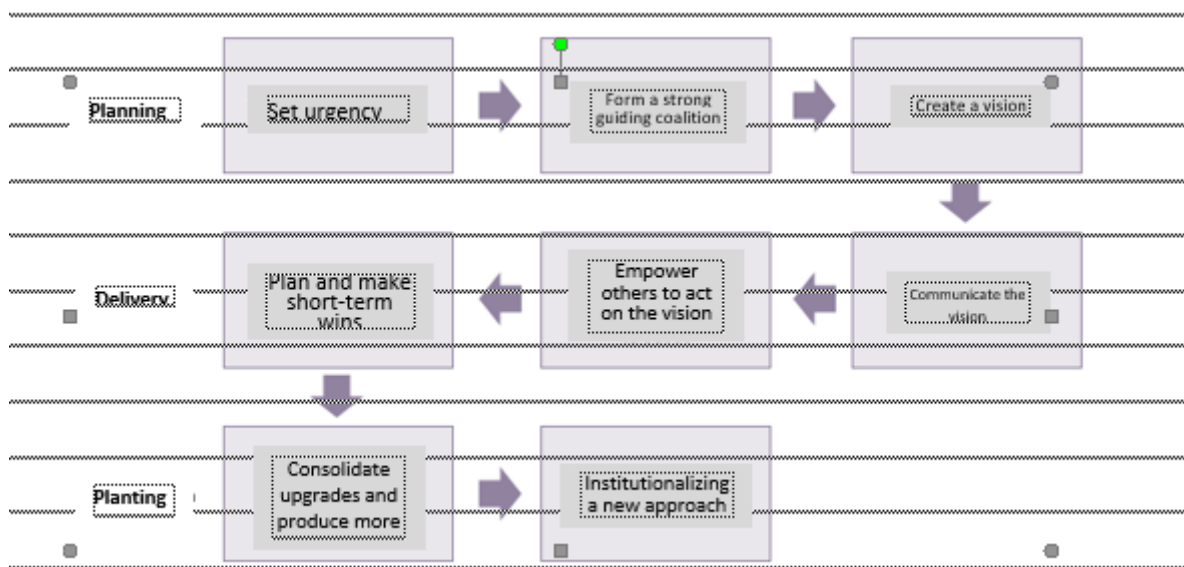


Figure 2 Kotter's 8-Step Model

### Supervisor Leadership Training Model

#### Supervisory Leadership Training Curriculum

In the general provisions of the State Administration Agency Regulation Number 15 of 2019 concerning Supervisory Leadership Training (LAN Regulation 15 of 2019 concerning PKP) in number 1, it is stated that "Supervisory Leadership Training, hereinafter abbreviated as PKP, is structural training of supervisory leadership as regulated in government regulations governing the civil service management".

Furthermore, the explanation of leadership competence is explained in Article 6, "(1) To achieve the leadership competence as referred to in Article 4 paragraph (1), it is carried out through 4 (four) PKP learning agendas, which include: a. the Pancasila leadership agenda and state defence; b. ministry leadership agenda; c. work control agenda; and D. leadership actualization agenda. In the fourth agenda (leadership actualization agenda), PKP participants are required to design and implement an action change in their agency as an innovation in improving the quality of their services to the community.

#### Supervisory Leadership Training Evaluation and Assessment

The evaluation of the PKP implementation is carried out by the State Administration Agency (LAN) or a training institution that has been accredited by the LAN to the level carried out by the Human Resources Development Agency (BPSDM) of South Sulawesi Province. (Article 14 of LAN Regulation 15 of 2019 concerning PKP).

PKP evaluation consists of: a. Participant evaluation; b. evaluation of training personnel; c. evaluation of implementation; and D. post-training evaluation. Participant evaluation is carried out to assess the achievement of service leadership competencies. Evaluation of training personnel is carried out to assess the ability of training personnel to carry out their duties. Implementation evaluation is carried out to assess the quality of PKP implementation services. A post-training evaluation is carried out to identify and assess the continuity of Action for Change in the workplace. (Paragraphs 1 to 5 Article 15 of LAN Regulation 15 of 2019 concerning PKP)

#### Action to Change PKP participants

Action for change is an obligation that must be fulfilled by participants in the PKP. This change action is one of a series of learning activities in the leadership actualization agenda, where the training subjects for learning the Leadership Actualization agenda consist of Public Service Field Studies and Public Service Performance Change Actions.

While the purpose of the change action is that "Participants are expected to be able to explain the learning conception of Public Service Performance Change Action and carry out each stage of the Public Service Performance Change Action lesson well so that character is formed as a leader of change agent controlling public service activities in the supervisory position of their organizational unit".

#### Previous Research

The majority of previous studies related to change management use a qualitative approach, as has been done by Gayani (2016), Waal and Heijtel (2015), Viitala (2014), Boglind, Hallsten, and Thilander (2011), Bhatnagar et al. (2010), He and Baruch (2009), and Lacey (2009). Meanwhile, Wadood, Gharleghi, and Samadi (2015) used a questionnaire as an instrument in their research. The combination of two approaches, namely qualitative and quantitative, was used by Al-moosa and Sharts-hopko (2016) and Cocks (2014), who used questionnaires and interviews in their research.

### **III. Research Methods**

#### Location and Type of Research

This research will be carried out at South Sulawesi Province's Human Resources Development Agency (BPSDM) in Makassar City. By taking informants from the alumni of PKP participants in Selayar Islands Regency, Jenepono Regency, and Palopo City. This type of research is qualitative research. This type was chosen with the consideration that it is more capable of reviewing facts on the ground from the implementation of PKP (Supervisory Leadership Training) and can uncover problems that hinder the implementation of PKP. The research will use a case study approach, where in this case, the researcher intends to explore problems in the case of implementing change management-based supervisory leadership training policies at BPSDM South Sulawesi Province so that the results only apply to the place where the case occurs.

#### Sources of data and informants

Sources of data in this study use two types of sources, namely primary data and secondary data. Primary data is collected based on direct interaction between data collectors and data sources. Meanwhile, secondary data sources were obtained from a number of literature.

The selected informants are related to the change management-based Supervisory Leadership Training policy as key informants (Key Informants), namely: Alumni of Supervisory Leadership Training Participants (PKP). Elements of Conducting Supervisory Leadership Training: Head of BPSDM South Sulawesi Province. Head of Apparatus Leadership Training Division, Head of Leadership Training Sub Division, Implementing Officer. As for ordinary informants, namely: RI State Administration Agency Officials and facilitators.

#### Research focus

Research Focus: this research focuses on three things, namely;

1. Implementation of Supervisory Leadership Training (PKP) program,
2. Obstacles encountered in the implementation of Supervisory Leadership Training (PKP) activities
3. Strategies used by respondents in strengthening the change process with new projects, themes and change agents

#### Research Instruments

The main instrument of this research is the researcher himself and his completeness of instruments such as observation guide, interview guide, and document notes, as well as sound recording equipment and writing instruments. Thus the researcher who acts as the instrument itself, then in the implementation of the research, is supported by various other instruments such as observation guidelines, interview guidelines and document notes.

#### Data Collection and Validation Techniques

To obtain research data, there are three data collection techniques used, namely interviews, observation and documentation studies.

The technique used to test the validity of the data in this study is to prove the reliability and validity of the data obtained. The main techniques used in this study to meet the criteria of validity and reliability are (a) using reference materials, (b) Observation is more diligent, and (c) triangulation.

#### Data analysis technique

The technique used is qualitative data analysis using descriptive analysis; namely, the analysis is carried out after collecting data through interviews and direct observations in the field. Data was obtained through observation, interviews and discussions with informants and evaluated qualitatively with interactive analysis. All data that has been collected is systematically arranged based on the topics and content presented by the informants relating to information and data on policies for organizing PKP training, several stages of data analysis, namely: Data Editing, Data Reduction, Data Categorization, Data Interpretation and Meaning, Data Display, Interesting conclusion/verification.

#### **IV. Analysis and Discussion**

The results of the research that have been described in the previous section focus on 3 (three) main problems (issues), namely; (1) the Implementation of the Supervisory Leadership Training (PKP) program and (2) Obstacles encountered in the implementation of Supervisory Leadership Training activities as (PKP), and (3) Strategies used in strengthening the change process with new projects, themes and change agents. The discussion of the research results on the three problems is described in the following description.

##### **Implementation of Supervisory Leadership Training Program (PKP)**

The Implementation of Supervisory Leadership Training (PKP) was held in collaboration with the BPSDM of South Sulawesi Province with the Palopo City Government, Jeneponto Regency and Selayar Regency. Information gathering is carried out based on 6 (six) aspects of the implementation of the training program, namely; (a) communication, (b) resources (HR, funds, facilities and infrastructure), (c) bureaucratic structure, (d) tendencies/attitudes, (e) inter-organizational relations, and (f) program implementation. The results showed that the six aspects were implemented well.

Obstacles encountered in the implementation of Supervisory Leadership Training (PKP) activities.

These obstacles include;

- a) Dense work sometimes clashes with tasks in training
- b) Availability of budget in the Amendment Plan,
- c) The main tasks at the office are still coordinated so that sometimes they don't focus on training and how to complete them sometimes after a break
- d) Schedule adjustments that sometimes still confuse Participants
- e) Physical training needs to be reduced but does not reduce the quality of the physical and physical health of Participants so that Participants who feel unable can adapt and are comfortable in participating in physical training with other participants.
- f) Extra class activities and proper scheduling needs to be done and not interfere with the learning process
- g) The execution time of the study is very short, so it is necessary to increase the stula time.
- h) The condition of the covid 19 pandemic is overcome by complying with the covid 19 protocol before checking in all swab test participants
- i) The time for delivering material from WI is sometimes late, considering the distance, time, and limited means of transportation due to extreme weather.
- j) Determination of the Benchmarking location that needs to be considered properly to suit the needs of the training participants
- k) At the time off-campus, the TUPOKSI and the implementation of the preparation of the Action for Change clashed with each other. The solution is to make a schedule of activities, share work with the team and work hand in hand for smooth work between TUPKSI and Action for Change.
- l) During the preparation of the Action for Change, there was a lot of impromptu monitoring work in the field

In this study, 8 (eight) aspects/dimensions of change management were studied, namely; 1) Build a sense of urgency, 2) Form a strong guiding coalition, 3) Create a vision, 4) Communicate the vision, 5) Empower others to act on the vision, 6) Plan and create short-term wins, 7) Consolidate improvements and produce more many changes, and 8) Institutionalize new approaches. The results showed that the eight aspects had been fulfilled properly.

The strategy used in the implementation of the change management-based supervisory leadership-training program at BPSDM South Sulawesi Province.

This study also obtained methods used by participants in introducing change, specific strategies used by informants to remove barriers to change, strategies used by informants in strengthening the change process with new projects, themes and change agents,

##### **Novelty**

The Supervisory Leadership Training (PKP) activity which was held in collaboration with the BPSDM of South Sulawesi Province with the Government of Palopo City, Jeneponto Regency and Selayar Regency fulfilled 6 (six) aspects of training implementation, namely; (1) communication, (2) resources (HR, funds, facilities and infrastructure), (3) bureaucratic structure, (4) tendencies/attitudes, (5) inter-organizational relations, and (6) program implementation.

Supervisory Leadership Training (PKP) organized by the BPSDM of South Sulawesi Province in collaboration with the Municipal Government of Palopo, Jeneponto Regency and Selayar Regency, was implemented based

on change management because the eight aspects of change management were well fulfilled. The eight aspects/dimensions of change management studied are; (1) Establishing a sense of urgency, (2) Forming a powerful guiding coalition, (3) Creating a vision, (4) Communicating the vision ), (5) Empowering others to act on the vision, (6) Planning for and creating short-term wins, (7) Consolidating improvements and producing still more change (Consolidating improvements and producing more change), and (8) Institutionalizing new approaches.

## **V. Conclusion**

1. PKP activities held in collaboration with BP Human Resources of South Sulawesi Province with the Government of Palopo City, Jeneponto Regency, and Selayar Regency fulfil 6 (six) aspects of training implementation, namely; communication, resources, bureaucratic structure, tendencies/attitudes, inter-organizational relations, and program implementation. The PKP, organized by the BPSDM of South Sulawesi Province in collaboration with the Municipal Government of Palopo, Jeneponto Regency and Selayar Regency, is implemented based on change management because the eight aspects of change management are well fulfilled.

2. The results of this study also found that there are still some obstacles faced in the implementation of Supervisory Leadership Training (PK) activities. These obstacles are related to schedule clashes between routine work and training, budget availability, coordination related to main tasks, adjustment of training schedule, physical fitness training that is too tight, short STULA implementation, Covid-19 pandemic conditions, punctuality of WI teaching, determination of benchmarking/Stula locations, schedule conflicts between the implementation of main tasks and duties and the obligation to prepare a change action report,

3. Strategies used by respondents in strengthening the change process with new projects, themes and change agents, among others; methods used by participants in introducing change, specific strategies used by informants to remove barriers to change, strategies used by informants in strengthening the change process with new projects, themes and change agents,

## **Suggestion**

1. With some obstacles encountered in the implementation of Supervisory Leadership Training (PKP) activities, it is recommended that all stakeholders involved in the PKP implementation process, in order to coordinate and collaborate to overcome existing obstacles.

2. Finding findings that strengthen that Supervisory Leadership Training (PKP) organized by the BPSDM of South Sulawesi Province in collaboration with the Municipal Government of Palopo, Jeneponto Regency and Selayar Regency, is implemented based on change management because the eight aspects of change management are well fulfilled, then PKP This can be held in other districts/cities in South Sulawesi Province because it will strengthen the spirit of bureaucratic reform in the administration of government in South Sulawesi.

3. With the implementation of several strategies used by respondents in strengthening the change process with new projects, themes and agents of change, it is suggested that the participating institutions strengthen these strategies by adjusting to the conditions and capabilities of each agency.

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