

Civil Service Education Management (A Study At IPDN North Sulawesi Campus)

by Jeffry S. J. Lengkong

Submission date: 06-Jun-2023 09:15AM (UTC+0700)

Submission ID: 2109936290

File name: onal_6_Civil_Service_Education_Management_A_Study_At_IPDN....pdf (138.49K)

Word count: 4804

Character count: 27046

Civil Service Education Management (A Study At IPDN North Sulawesi Campus)

Djonny Pabisa¹, J.A.M. Rawis², H.N. Tambingon³, J.S.J. Lengkong⁴

¹IPDN North Sulawesi, Indonesia,
^{2,3,4} Postgraduate Program, Manado State University, Indonesia.

* Corresponding author:
Email: djonnypabisa200@gmail.com

Abstract.

This research was carried out on the management aspect at the Institute of Governance of Home Affairs (IPDN) North Sulawesi Campus which includes planning, supervising the implementation of management activities, and evaluating the implementation of management activities. This research method uses a qualitative descriptive approach, with data collection through observation, interviews and documentation techniques. The sources of data in this study were IPDN officials, civil servants, and civil servants. The results of this study indicate: 1) Planning for parenting activities at the IPDN, North Sulawesi Campus in Minahasa refers to 3 (three) main components, namely annual activity planning, academic calendar, and civil service life cycle activities. 2) The implementation of caregiving activities is the responsibility of the caretaker ranks by referring to the academic calendar and list of activities in the civil service life cycle. 3) Supervision of the implementation of parenting activities at IPDN North Sulawesi Campus based on a list of life cycle activities is still not optimal based on the findings that lecture and training activities do not appear to be supervised by caregivers. 4) Evaluation of caregiver activities at the IPDN, North Sulawesi Campus in Minahasa is carried out in a normative and sustainable manner through management evaluations at the planning and implementation stages as well as evaluations related to the value of parenting for civil servants who are the duties and responsibilities of home care caregivers.

Keywords: Management, IPDN, Evaluating the implementation of management activities.

I. INTRODUCTION

Education in Indonesia needs to pay attention to aspects of intelligence as a whole, starting from intellectual, emotional and spiritual intelligence. The demand for an education model in Indonesia is that education is not only oriented to brain intelligence but also must be oriented to emotional intelligence, social intelligence and spiritual intelligence. In other words, education in Indonesia should also be able to produce students who have competitiveness in terms of soft skills. There is an interesting phenomenon from the world of education that has been going on for a long time, both in Indonesia and in other countries. It is said to be a phenomenon because until now it has attracted the attention of the community and even tends to be a big concern among students and parents at various levels of education. Since the first, there have actually been educational institutions whose implementation requires students to live and study in the school area or in the campus area. The implementation of such education is known as boarding education or boarding schools, or more often referred to as boarding schools. This model of organizing boarding education is mostly carried out through Islamic boarding schools, schools managed by churches, as well as schools, institutions or official educational institutions belonging to the Ministry.

The pattern of boarding education requires students to take part in a whole series of regular educational activities from morning to noon, then proceed with educational activities that are special, have specific goals, and activities with special values starting in the afternoon until the evening. Activities that are specific in nature include the study of the Koran in Islamic boarding schools, Bible studies in the Church, training and extracurricular activities, as well as activities for fostering discipline and leadership. In Indonesia, educational institutions that apply the pattern of providing boarding education are on average almost all over the country in

various provinces. There are Islamic boarding schools, religious-based schools managed by the church, some theological high schools, government-owned official education under the management and responsibility of departments or ministries such as the Military Academy (Akml), Sailing High School, College of Social Welfare. (STKS), College of Telecommunication Technology, Institute of Governance (IPDN), and others. According to Soyomukti (2015: 59-60), the IPDN is a higher education institution to produce bureaucratic candidates who will carry the mandate of civil society who will later become a generation that understands the meaning of peace and justice.

IPDN North Sulawesi campus as one of the government-owned official educational institutions under the management and responsibility of the ministry has the responsibility to form and prepare graduates who are intellectually intelligent, knowledgeable about their fields of knowledge and have adequate emotional and spiritual intelligence. Furthermore, Shoimatul (2013:104) states that basically, official education functions to improve abilities and skills in carrying out official duties for employees and prospective civil servants of a department or non-departmental government institution, so that it is necessary to be equipped with adequate knowledge, attitudes and skills through the process nurturing. The fact is that currently official educational institutions have not yet provided optimal results in these efforts. So that there is a need for an in-depth study related to civil service education in the IPDN environment in creating qualified candidates for civil servants and having positive characters in carrying out their duties and responsibilities in society. Thus, one of the efforts that must be taken is to review the education management at IPDN in fostering good candidates for public servants and public servants. Management is needed as an art in managing (Bittel & Bittel, 1980:27), empowering organizational resources (Pearce and Robinson, 1989:13). Likewise, Terry (1977:32) calls management an art because management regulates and utilizes human talent (It is the art of arts because it is the organizer and utilizer of human talent). Based on the importance of this problem, this study wants to study more about education management at the IPDN North Sulawesi Campus.

II. METHOD

This research uses descriptive qualitative approach. This approach was chosen with the aim of providing an overview and presenting facts, type classification, or outline stages in order to answer research questions (Neuman (2013: 44), its orientation is on understanding meaning (Basrowi and Suwandi, 2008:20) as well as exploring and understanding individual meanings or groups related to social or human problems (Creswell as quoted by Sugiyono, 2016:14). The data sources of this research are authorized officials who are directly involved in parenting activities, namely directors, assistant directors of civil affairs, heads of civil administration, head of subdivision, head of unit, supervising caregiver and 2 (two) indirect caregivers who have experience as director of IPDN regional campuses and head of civil administration at regional campuses.

Other main data sources are praja as students consisting of intermediate level II and nindya praja level III. Determination of informants as data sources for needs. This research uses purposive sampling technique. Data collection techniques were obtained through observation, interviews and documentation. Data analysis techniques were carried out qualitatively from the beginning to the end of the research, as stated by Miles and Huberman in Sugiyono (2016: 332) who stated that data analysis in qualitative research was carried out from the beginning when the data collection process was in the field and after the data was collected entirely, even throughout the process. research is underway.

III. RESULTS AND DISCUSSION

1. Results

This research study on Civil Service Education Management at the IPDN is focused on aspects of planning, implementation, and evaluation of civil service care.

a. Planning

The IPDN in Jatinangor as the main campus has made a five-year cycle strategic plan that must be followed by all IPDN campuses in Indonesia, both IPDN at the Center (Jatinangor and Cilandak) and at IPDN Regional campuses including IPDN North Sulawesi Campus in Minahasa. The strategic plan is an important sign to equalize the perception and understanding of the academic community of the Institute of Domestic Administration regarding the goals and objectives to be realized from the vision and mission that have been formulated. Furthermore, the strategic plan is described in the form of operational techniques which are gradually implemented in the formulation of an annual plan for financing all activities and in the form of an academic calendar for the implementation of teaching, training and parenting activities. The determination of the academic calendar is issued through the decision of the Chancellor of the Institute for Home Affairs to follow the academic year starting from the odd semester and then the even semester. The academic calendar contains all plans for teaching, training, and parenting activities for 1 (one) academic year or 2 (two) semesters as shown in figure 14 page 163.

All of these activity plans must be carried out for a year, where to do it, when to do it, who to do it, do, and how to do it. The academic calendar as an activity planning document has clearly outlined the respective duties and responsibilities of teaching, training, and nurturing. The academic administration section is responsible for all lecture and training activities, seminars, mid-semester exams (only for teaching), end-of-semester exams for teaching (UAS), and remedial activities to improve grades. Specifically for training, he is responsible for the activities of the final training exam (UAP), debriefing on field practice, and closing field practice. The responsibility of the nurturing section for all other activities contained in the academic calendar such as the management of holidays, academic leave, commemoration of national and religious holidays, celebrations, sports and arts fairs, social services, debates, camps and struggles, and weekends. nationality. The nurturing department is responsible for supervising and coaching the civil service according to the civil service life cycle starting from 04.00 am to 04.00 am the next day. Activities that involve teaching, training, and parenting together are dies natalis activities, implementation of field practices, and yudisium.

b. Implementation

The responsibilities of the nurturing division include all activities of implementing programs and activities as stated in the academic calendar, supervising and fostering the praja for 24 (twenty four) hours in accordance with the civil service life cycle starting from 04.00 am to 04.00 am the next day. At certain hours, supervision activities are carried out together with the academic administration section. Monday at 08.00 to 12.30 WITA and 13.20 to 16.00 WITA. Tuesday to Thursday at 07.30 to 12.30 WITA and 13.20 to 16.00 WITA. Friday at 07.30 to 11.40 pm and 13.30 to 15.30 pm. At certain hours, the task of academic development is carried out by the academic administration section through lectures and training activities by lecturers and trainers. Outside these certain hours, it is the full responsibility of the upbringing division through supervision and development of discipline as well as civil service character. The reference used by the care division in carrying out its responsibilities is the academic calendar for the implementation of programs and activities as well as the Minister of Home Affairs Regulation Number 63 of 2015 concerning the Regulations for the Administration of Life of the Institute of Domestic Administration related to the civil service life cycle which has been adapted to the conditions at IPDN Campus. North Sulawesi. The activities and details of activities from Monday to Sunday in the civil service life cycle have been arranged according to the duration of each time as shown in column 1. Interactions that occur between civil servants and fellow civil servants are carried out freely at 04.00 to 06.00 local time (WITA). 120 minutes), 17.30 to 18.30 WITA (60 minutes) and 21.30 to 22.00 WITA (30 minutes). The total is around 210 minutes or 3 hours 30 minutes.

This means that during that time, the application of the principles of humanism, dynamics, and partnership among civil servants has the potential to be explored freely without intervention from anyone. Fellow praja supervise each other, take the initiative to develop personal discipline, self-esteem, and awareness

of duties and responsibilities, as well as initiative in each activity. Interaction between the praja and the community is possible only at certain hours, namely at 12.30 to 12.45 WITA (15 minutes) for Muslims and between 21.30 to 22.00 WITA (30 minutes) if the Praja uses independent activities to go to the canteen. During these hours, the application of humanist, dynamic, and partnership principles during praja interactions with the community can potentially be explored freely by the praja for around 30 to 45 minutes, excluding interactions during lectures and training. The communication model that tends to occur is a one-way communication model from the civil servant to the praja unit. Meanwhile, the two-way communication model that requires feedback is seen to be rare between the civil servants and the praja. Among praja, two-way communication model is also very limited. Even if it happens, the praja does it in its own way so as not to be heard by the caretaker. The potential for the application of humanist, dynamic, and partnership principles to these ceremonial activities is highly dependent on the guardians of the caregivers, either through directives or other supervisory and coaching actions.

Based on information obtained through interviews with 8 (eight) informants from the caretaker ranks consisting of 6 (six) guardians, 1 (one) structural official from the discipline and dormitory subdivision, and the director of IPDN North Sulawesi Campus said that the supervision of the implementation of activities Routine care is carried out during face-to-face activities, a series of field activities, morning apples, afternoon apples, evening apples, menzags, and when providing assistance to every civil service activity. Supervision is carried out consistently on every form of interaction between praja and praja, civitas with praja, and caregivers with praja both in the guesthouse, at the location or place where the praja has activities on campus and off campus. The results of the observations found that the supervision from the caretaker ranks, especially the guardian caregivers on every Monday according to the civil service life cycle, was seen to be only dominant in ceremonial activities such as meal ceremonies, preparation and implementation of ceremonies as well as interest and talent activities as well as evening gatherings. interest and talent activities, extra-curricular activities, spirituality and compulsory school hours, and evening apples. Violations of public discipline are grouped into 3 (three) categories, namely minor disciplinary violations, moderate disciplinary violations, and serious disciplinary violations. Minor disciplinary violations on average occur almost every week. If the praja commits a minor disciplinary violation, the sanction or disciplinary action given by the guardian of the caretaker is carried out directly at the scene or in front of the caretaker picket post.

c. Evaluation

Based on factual conditions in the field, it shows that the evaluation of a series of parenting activities is carried out in 2 (two) forms, namely management evaluation and evaluation of the value of parenting for students. The implementation of management evaluation is intended to obtain information about the state and development of the management of all parenting activities by the guardians every day, every week, every month, and every semester throughout the current academic year. Regarding the participation and contribution of praja as students in the process of developing personality and character, an evaluation is carried out by the guardian to provide values of care to praja as one of the requirements for promotion and level at the end of each academic year. Evaluation related to the situation and development of the implementation of parenting activities is carried out in the form of making situation reports every day, checking data on civil service violations, holding special meetings in the caretaker ranks, during the implementation of employee and civil service meetings, when the caretaker caretaker is temporarily carrying out duties, observing and looking back. programs and several activities that have been carried out, making reports, recording into Wisma Praja administration books consisting of activity books, porch guard books, sick books, negative activity books containing all lists of civil service violations, positive activity books containing all positive activities praja in order to provide rewards for parenting values, curriculum books and TBO books. Another form of evaluation is by gathering the staff either personally, between guesthouses, or as a whole to communicate some notes and the results of caregiving activities that are temporary or already ongoing, conducting direct inspections, field briefings, to administering direct disciplinary

action or imposing disciplinary sanctions on the spot for minor violations and for violations that are being carried out according to the stages that have been regulated.

Regarding the implementation of the evaluation, it is carried out through various opportunities, such as during the supervision process for a series of temporary care activities that are usually carried out after the supervision process in the field is completed. If a longer evaluation time is needed, the evaluation is carried out through a special meeting with participants from all levels of care. The evaluation was also carried out by utilizing existing technological facilities, namely through WhatsApp (WA) parenting groups. Members of the WA group are the director, deputy director of care, all structural officers in the care division, all unit heads (madya and nindya) and all guardians of IPDN North Sulawesi Campus. The evaluation is also usually carried out directly in front of the Praja during the implementation of the apple in the form of guidance, direction, and corrections to the level of compliance of the Praja with the regulations that are mandatory to be implemented. In addition, evaluation is also carried out during personnel checks, when prajas are collected, and when prajas are at the guesthouse. When faced with quite extreme weather constraints, the evaluation will be carried out according to field conditions. Direct evaluation is also carried out by the guardian when one or several prajas are known and proven to have or are temporarily committing a violation.

Discussion

The quality of education in an educational institution will be greatly influenced by the potential of educational institutions and the governance system (Ismail, F. Daeng Pawero, A.M. Umar, M., 2021). Furthermore, Ismail, Pawero, & Umar (2021) added that: One of the important things that must be prepared is at the education planning level. Planning in education management is one of the important management functions. Robbins and Coulter (2005:254) define a plan as "are documents that outline how goals are going to be met and that typically describe resource allocations, schedule, and other necessary actions to accomplish the goals". Rawis (2009:130) explains that planning is an activity to determine what activities will be carried out. The plans that have been made will be the basis and guidelines for the implementation of these activities to achieve the goals that have been set. Likewise, Lengkong's opinion (2019:21) says that "every organization should have a plan that forms the basis for processes and actions. Planning is made so that organizational goals can be achieved through empowering and utilizing all the potential of the organization and can have an impact on change for the better in the future. In relation to the planning of parenting activities at IPDN North Sulawesi Campus, it refers to 3 (three) main components, namely the annual activity planning as outlined in the current year's DIPA IPDN North Sulawesi Campus, the academic calendar that is used as a guide for the implementation of parenting activities according to the academic year, and a list of activities in the civil service life cycle starting from Monday to Sunday for 24 (twenty four) hours each day. This shows that all parenting activities are carried out on the basis of the planning that has been stated in the planning document. All planning documents that are used as references are documents that are ready and routine in nature. There were no other planning documents related to the plan for implementing parenting activities, such as the implementation process in the field, material formulation, allocation of time for each activity sub-theme, developmental aspects and competencies to be achieved, as well as character and personality to be formed. The success of the activity is only measured based on the criteria of participating or not participating in the activity and whether or not the activity is completed.

Implementation of the educational process (learning process) in accordance with performance standards so that students can achieve learning experiences and the expected results (Umar and Ismail, 2018: 19). Activity planning document as a technical guide for implementation in the field according to the characteristics of IPDN North Sulawesi Campus. Robbins and Coulter (2005:254) say that "the planning document is important because it outlines the goals to be achieved, what resources are needed and involved, schedules, and other actions needed to achieve these goals". There are 4 (four) basic steps in building a good plan according to Stoner and Freeman (1994:297-299) namely "setting a goal or set of goals, defining the situation when it is implemented, identifying things that support and potentially hinder it, and develop a plan. or a set of actions to achieve goals". IPDN which

has been designated as a center for developing a mental revolution in domestic government as well as a strategic component to strengthen the role of the Ministry of Home Affairs by the President of the Republic of Indonesia Joko Widodo in 2015 encourages IPDN to work hard and consistently build trust to produce competent government cadres, with character and personality. . One component that plays a strategic role for this responsibility is the guardian of the caregiver. Therefore, the recruitment mechanism for carers becomes an important priority to be formulated properly. Appointment of guardian caregivers is not only based on status as alumni but also needs to be equipped with management and educational skills. Caregivers have the ability and creativity to make good educational plans for a parenting activity to be carried out. In implementing the activity plan, the guardian of the caretaker must be able to appear as a leader who educates and avoids the impression of being a leader who shows "power".

Tambingon (2018: 358) which says that evaluation is an activity to find out what is being done and determine the necessary policies. Evaluation is a process of building an understanding of what has been done, what is to be achieved, and what has been achieved both in a short time and in a long time. Evaluation of parenting activities at IPDN North Sulawesi Campus has been carried out in 2 (two) forms, namely management evaluation and evaluation related to the value of parenting. Both forms of evaluation have been carried out in a normative and sustainable manner. Management evaluation is carried out with the aim of obtaining information about the management and development of the implementation of parenting activities every day, every week, every month, and every semester. Evaluation at the planning stage is carried out to determine the readiness of the caretaker ranks to propose and be ready to carry out parenting activities contained in the current year's academic calendar. Evaluation at the implementation stage is carried out to determine the progress of the implementation of the program or activity compared to the plan in the academic calendar. Evaluation is carried out to see the suitability of the results of the implementation of activities with the goals that have been set. The effectiveness of the implementation of supervision on parenting activities and the dynamics of the civil service life cycle is part of the evaluation of the implementation phase. Nurhadi (1983:12) and Mahmud (2019:19), that a series of teaching, training, and nurturing activities carried out at the Institute of Domestic Administration involve various components of human resources consisting of academic structural personnel (directors, deputy directors, and heads of state). units), functional lecturers for teaching activities, trainers for training activities, and supervising caregivers for parenting activities. Structurally, there are section heads and subsection heads with administrative duties and functions. In addition, there are also civil servants in the capacity as implementers with positions as certain functional staff and non-civil servant government employees as supporting staff who are inseparable from the overall series of activities.

IV. CONCLUSION

All parenting activities are carried out on the basis of planning that has been stated in the planning document, consisting of DIPA IPDN North Sulawesi Campus, academic calendar, and a list of activities in the civil service life cycle. The planning document only contains information about the type of activity, the amount of available budget, and the timing of the activity. There are no other planning documents prepared by the among caregivers to describe the planning documents that have been prepared by the institution. The implementation of parenting activities is the responsibility of the caregiving staff by referring to the academic calendar as a guide for the implementation of programs and activities in the North Sulawesi Campus IPDN DIPA and a list of activities in the civil service life cycle which includes civil service activities for 24 (twenty four) hours each day. 3.

Evaluation of the implementation of parenting activities at the Institute of Domestic Administration, North Sulawesi Campus has been carried out in 2 (two) forms, namely management evaluation at the planning stage and implementation stage as well as evaluation related to the value of care for civil servants as a requirement for promotion and level. Evaluation of the value of care is the duty and responsibility of the

guardian of the home caretaker. The IPDN North Sulawesi Campus has made various efforts to overcome various obstacles in the implementation of parenting activities in the form of providing a communication room with the Praja and all components involved in parenting activities, providing direction and guidance to guardians, maximizing the functions of the facilities that are still limited. , checking consistently, fellow carers motivating and reminding each other, carrying out discipline, character and mental development of civil servants, formulating SOPs to be carried out consistently, and maximizing the duties and functions of the disciplinary commission.

REFERENCES

- [1] Basrowi dan Suwandi. 2008. Memahami Penelitian Kualitatif. Jakarta: Rineka Cipta.
- [2] Bittel, Robert, Lester and Bittel, Albers, Muriel. 1980. Encyclopedia of Professional Management. (volume 1 & 2). New York: MacGraw-Hill Book Company, Inc.
- [3] Ismail, F., AMD Pawero, M Umar 2021, Education Planning and Its Implications for Education Policy during the Covid-19 Pandemic, *International Journal for Educational and Vocational Studies*, 3 (2) (2021), 110-115.
- [4] Ismail, F., AMD Pawero, M Umar 2021, Improving Educational Quality through Optimizing the Potential of Educational Institutions in Indonesia, *International Journal of Educational Research & Social Sciences*, 2 (1) p.41-46.
- [5] Lengkong, S.J., Jeffry. 2019. Analysis of Strategic Planning Process at Rosa De Lima High School Tondano City, Minahasa Residence, Indonesia. *Journal of Education and Practice* Vol.10, No.17, 2019. (Online). (<https://core.ac.uk/download/pdf/234642708.pdf>), diakses 16 September 2021
- [6] Mahmud, H. 2019. Manajemen Pendidikan Tinggi Berbasis Nilai-Nilai Spiritualitas. Bandung: PT. Remaja Rosdakarya.
- [7] Mulyana, Nurhadi. 1983. Administrasi Pendidikan di Sekolah, cetakan ketujuh. Jogjakarta: Andi Offset.
- [8] Neuman, Lawrence, W. 2015. Metode Penelitian Sosial: Pendekatan Kualitatif dan Kuantitatif. Edisi Ketujuh. Jakarta: PT. Indeks.
- [9] Pearce II, A, Jhon and Robinson, B. Richard, Jr. 1989. Management. Singapore: McGraw-Hill, Inc.
- [10] Rawis, J.A.M., 2009. Analisis Tentang Organisasi Manajemen Wirausaha. Jurnal Aplikasi Manajemen Volume 7 Nomor 1 tahun 2009. (Online). (<https://jurnaljam.ub.ac.id/index.php/jam/article/view/143/180>), diakses 14 September 2021.
- [11] Rawis, J.A.M., 2021. Character Education Management in SMA Kakaskasen Seminary Catholic and SMA Lokon St. Nikolaus Tomohon. *Asia Pacific Journal of Management and Education (APJME)* Vol. 4 No. 2 (2021). (Online). (file:///D:/jurnal/1127-2378-2-PB.pdf), diakses 15 September 2021.
- [12] Robbins, P, Stephen and Coulter, K, Mary. 2005. Management. Eight Edituin. New Jersey: Pearson Prentice Hall.
- [13] Silalahi, Ulber. 2011. Asas-Asas Manajemen. Bandung: Refika Aditama.
- [14] Soyomukti, Nurani. 2015. Teori-Teori Pendidikan-Dari Tradisional, (Neo) Liberal, Marxis-Sosialis, Hingga Postmodern. Jogjakarta: Ar-Ruzz Media.
- [15] Stoner, A.F, James dan Freeman, Edward, R. 1994. Manajemen. Edisi kelima-Jilid 1. Jakarta: Intermedia.
- [16] Sugiyono. 2016. Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixes Methods). Bandung: Alfabeta
- [17] Tambingon, N., Henny. 2018. The Influence of Principal Leadership Style and Teacher Work Motivation on the Performance of Certified Teachers at SMA Negeri Kotamobagu, North Sulawesi, Indonesia. *Journal of Education and Learning* Vol.12,No.3,pp.357-365.(Online). (<https://pdfs.semanticscholar.org/e96f/1b075a722269f7606f3d6b5a631f3ce05db3b.pdf>), diakses 13 September 2021
- [18] Terry, R, George. 1977. Principles of Management. Homewood, illinois: Richard D. Irwin, Inc.
- [19] Umar, M., F Ismail 2017, Peningkatan mutu lembaga pendidikan ISLAM (Tinjauan konsep mutu Edward Deming dan Joseph Juran), *Jurnal Ilmiah Iqra'*, Vol 11, No 2 .
- [20] Ula, Shoimatul, S. 2013. Manajemen Pendidikan Efektif. Jogjakarta: Berlian Media.

Civil Service Education Management (A Study At IPDN North Sulawesi Campus)

ORIGINALITY REPORT

4%

SIMILARITY INDEX

2%

INTERNET SOURCES

0%

PUBLICATIONS

2%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

4%

★ www.researchgate.net

Internet Source

Exclude quotes Off

Exclude matches < 2%

Exclude bibliography On