

THE EFFECTIVENESS OF PROFESSION DEVELOPMENT TRAINING FOR EMPLOYEES IN MADRASAH EDUCATION OF MINISTRY OF RELIGIOUS AFFAIRS IN EAST LOMBOK – INDONESIA

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Abstract

This study aims to describe the effectiveness of profession development training in Madrasah Education of Ministry of Religious Affairs In East Lombok, starting from planning, implementation, and evaluation. Training here means building work capabilities by giving encouragement to employees so that they could improve according to the needs of the profession. The profession development means work performance increase of employees from low to high despite still remaining in one area of work. This study applies qualitative method, where data collection was done through interview, observation, and documentation. The samples in this study were the head of Ministry of religion office in east Lombok, staffing analyst, staffs in Madrasah Education section, and employees of Islamic community guidance. The findings showed that (1) the planning form of profession development training in the Ministry of Religious Affairs In East Lombok still follows that of the previous chief, (2) the implementation of profession development training is still ineffective yet, (3) the result of evaluation form of profession development training in the Ministry of Religious Affairs In East Lombok is difficult to measure with standard performance assessment.

Keywords: Training, Profession development, Effectiveness, Indonesia

INTRODUCTION

In article 12 of Law No. 8 of 1974, it is stated that the civil servant training is directed at ensuring efficient and effective implementation of government and development tasks. The said training in this article is implemented based on career and work achievement systems. Based on the article, training is carried out by the Ministry of Religious Affairs In East Lombok to the employees in order to improve their work performance.

As for the mandate of the mentioned article regarding the implementation of policy provisions, employee empowerment must be directed to achieve efficiency, effectiveness , and plus value of employee performance in the workplace where they are assigned to, by creating work creativity based on human resource or technology resource.

Philosophically, that mandate should be understood as a profession responsibility which is always demanded to develop competency, capability, and professionalism development in carrying out duties as state apparatus under the auspices of the Ministry of Religious Affairs. One of the ways to improve knowledge and capability is through employee training. Training is an effort conducted by institution in order to make employees have standard knowledge and capabilities so that they are able to carry out their main tasks and functions appropriately. For that reason, the chief of Ministry of Religious Affairs In East Lombok carry out the training program.

Based on the above description, Ministry of Religious Affairs In East Lombok has a task to improve employee work discipline by observing the regulations of the Minister of Religious Affairs No. 45 of 2015 regarding the implementation of attendance discipline training in the Ministry of Religious Affairs. In an effort to improve employee work discipline, Ministry of Religious Affairs In East Lombok follows the recommendation from the Minister of Religious Affairs in the Regulation of The Minister of Religious Affairs No.45 of 2015 by carrying out employee training which is intended to form a discipline attitude of state apparatus by prioritizing five work cultures of Ministry of Religious Affairs which are integrity, professionalism, innovation, responsibility, and example.

Employee training has an fundamental role in developing human resource since the sophistication of technology resource will not fully work if the human resource who will operate it is not capable of doing so. Consequently, employee training is essential. Chief of Ministry of Religious Affairs In East Lombok conduct training in the form of work evaluation or attendance discipline of employees. However, the training conducted does not fulfill the wishes of Regulation of The Minister of Religious Affairs No.45 of 2015 due to limited time that the chief has to attend employee the training. This, in turn, results in:

1. The training becoming subjective and hard to measure with standard work capability, only written in Employee Work Performance Standard.

2. There has not been any study yet which describes the case related to the effectiveness of profession development training for employees in Madrasah Education of Ministry of Religious Affairs In East Lombok, which makes it not much known by employees and public.

Against this background, the researcher wishes to conduct a study entitled “the effectiveness of profession development training for employees in madrasah education of ministry of religious affairs in east Lombok, Indonesia”.

RESEARCH METHODOLOGY

This study is a case study with descriptive qualitative method which aims to reveal the profession development training for employees in Madrasah Education of Ministry of Religious Affairs In East Lombok. This study describes the events that occur during employee training that become social phenomena. This descriptive qualitative study is expected to solve the researched case.

RESULTS

This section explains the data collected from interview, observation, and documentation study which is then explained their compatibility with the theories explored and reviewed.

The Training Planning of Employee in Madrasah Education Section of Ministry of Religious Affairs in East Lombok

The interview result showed that all informants shared the same opinion about the importance of planning of profession development training. The training system conducted by chief of Ministry of Religious Affairs In East Lombok follows the training planning stated in the Budget Plan For Ministries And Agencies. Providing training to employees is one of the ways to improve their work performance. However, the planning agenda which holds an important role always changes depending on the demands for circumstance change.

This study found that there was a different fact regarding documents about planning of training agenda. Moreover, not all employees can join the training since it is conducted once a year with limited participants, and the training delivered every Monday during the mandate of ceremony inspector in flag ceremony is too short. Such facts showed that the chief of Ministry of Religious Affairs In East Lombok still follows the planning pattern used by the previous chief. Besides, the absence of planning agenda for profession development training in the Ministry of Religious Affairs In East Lombok indicates that the training is monotonous in one aspect such

as training for Foreign Cooperation, and monotonous in one training model since the planning only follows the one stated in Budget Plan For Ministries And Agencies where the training is only planned once a year. The question regarding this kind of planning is that why profession development training is not planned every six months following the flow of budget plan arrangement in that ministry by using bottom up system.

What is more is that with the change of chief in an institution, it is expected that the leadership pattern would also change. The policy implementation in planning the training will also get better than the previous one. In this case, Ma'ruf (2014:37) argues that making planning is the starting point of every management activities.

This is linear with Ranupandojo (1996:22) who states that one of the characteristics of good planning is that the planning should always be updated based on the development of circumstances which always changes.

The two above theories by Ma'ruf (2014:37) and Ranupandojo (1996:22), if associated with planning of profession development training in the Ministry of Religious Affairs In East Lombok, shows that the planning still remains static. Such static condition is contradictory with the theory by Ranupandojo (1996:22) which claims that good planning should always be updated.

The chief in the Ministry of Religious Affairs In East Lombok is still ineffective in determining the planning for profession development training program while the demand of situation and condition always changes. This demand should be realized due to the needs of work performance by employee and institution. The planning agenda from five years ago cannot necessarily be said relevant in this year because the demand for employee profession development is not the same with the previous years.

The above fact shows that the chief in office still follows the planning agenda of previous chief in providing profession development training to employees in the Ministry of Religious Affairs In East Lombok. This also shows that the planning form of employee training is still ineffective and needs improvement so that all employees are aware of the planning agenda for profession employee training in the Ministry of Religious Affairs.

The Implementation of Profession Development Training For Employees in MADRASAH EDUCATION of Ministry of Religious Affairs in East Lombok

It has been previously stated in this study that profession development training is a responsibility for the chief and his subordinates in the Ministry of Religious Affairs In East Lombok, and the training must be based on planning so that it could be well directed. According to Ma'ruf (2014:200), each employee and manager have responsibility in performing work to

achieve a work performance which has been collectively set and agreed. Meanwhile, Syukur in Sumaryadi (2005:79) says there are three important elements in the implementation process, namely (1) the presence of program or policy being implemented, (2) target group; a community that becomes target and is set for the benefit of the program, change, or revision, (3) implementing the implementation elements for organization or individual responsible for obtaining the implementation and supervision of implementation process. In this case, Siagian (1985:120) also states that if a realized plan has been arranged and if work program with achievement oriented has been formulated, then the only thing left to do is the implementation. Furthermore, Siagian argues that there are a few things during implementation that need to be paid attention to:

1. Making planning detail; changing from strategic plan (long term) into technical plan (short term) and organize the sources and staffs, and then arranging certain rules and procedures.
2. Giving task; changing from technical plan to practical plan, and then dividing task and source.
3. Monitoring; not letting the implementation or progress of task implementation relate to practical plan. This is needed to check the achieved results.
4. Review; reporting the result of activities, analyzing task implementation, reviewing and arranging schedule of next training. Should there be irrelevancy, suggestion and correction is expected.

From the theory by expert above, it can be concluded that activity implementation is inseparable from its planning program. Complete attendance of employees can support the training continuity. The findings in this study did not meet the theory by Siagian (1985:120) who states that there are a few things that needs attention regarding implementation; one of them is detailed planning. Moreover, the training in the Ministry of Religious Affairs In East Lombok is done in two forms of training, namely:

- a. The training held once a year which is focused on the budget strength in the Budget Usage List of Ministry of Religious Affairs In East Lombok. This training is sometimes held in the office hall and sometimes outside by renting a building.
- b. The training implemented every Monday during flag ceremony.

The two types of training shows no effectiveness yet. This can be seen from:

1. The annual training held only once a year with limited participants according to maximum budget capability which only allows 25 to 30 participants. This finding infers that not all employees can join the training since there are hundreds of employees working in the Ministry of Religious Affairs In East Lombok office itself and also

employees working in Madrasah schools as administrative staffs. The training participants delegated from each section are given incentives, which makes the choice for delegations subjective, not to mention that the chosen participants are not necessarily capable of delivering the knowledge they have obtained during the training to other employees who do not join the training.

2. There is no special training for employees in Madrasah Education section which focuses on their main task and function even though this section actually has more tasks than other sections in the Ministry of Religious Affairs In East Lombok. this section also covers all Madrasah schools in East Lombok. Therefore, in order for them to be able to provide prime service, there should be a special training which is not merged with other employees in other sections. This way, the training provided to this section could be more effective and focused on their main task and function.
3. The training is also conducted every Monday based on interview result with K3.A. However, the observation proved that the mandate of ceremony inspector is very short and the capacity of the field used for ceremony is very limited. Such limited space results in many employees not attending ceremony. This then proves that Monday training is still far from being effective.
4. Not all aspects of training is conducted during profession development training in Ministry of Religious Affairs In East Lombok. One example would be aspect of profession ethics.

Evaluation of Profession Development Training For Employees in the Ministry of Religious Affairs in East Lombok

Wibowo (2007:225) states that evaluation is done to provide assessment towards work result or achievement obtained by organization, team, or individual. In line with this, Suharismi Arikunto (2004:3) says that there are two purposes of evaluation; general purpose and specific purpose. General purpose is directed to the program as a whole, while specific purpose is focused more on each component. There are several purposes of evaluation; (1) to obtain the basic for final consideration of work period, what has been achieved, what has not been achieved yet, and what needs special attention, (2) to guarantee effective and efficient ways of working which could bring organization into using effective and economical resources, and (3) to obtain facts about the difficulty, obstacles, and deviations from certain aspects.

If associated with the theory by Wibowo (2007:225), this study found that evaluation of employee training in Ministry of Religious Affairs in East Lombok is in the form of daily work record evaluated every month. Poor evaluation result will affect the score in Employee Work

Performance Standard which is issued every year as an employee report. If the score in it does not meet credit promotion score, then employee will automatically be unable to get promotion and it will also affect his own profession development. In addition, the finding also showed that the evaluation done in Ministry of Religious Affairs in East Lombok still applies result approach written on a paper using result criteria. One employee could be considered good if based on the criteria of cumulative number obtained through activity record, without questioning whether the score is obtained through objective evaluation or not. Meanwhile, besides such kind of evaluation, profession development training can also be accessed through behavior approach.

According to Allen in Wibowo (2007:225), some advantages of work performance evaluation are (a) careful evaluation could help improve employee work performance throughout the year, (b) effective evaluation process is a part of human resource management that could help the organization succeeds.

Evaluation towards employee training result in profession development is not just done using result approach as written in Employee Work Standard which is issued every year, but it is also done using behavior approach. This training evaluation will also help improve work performance in profession, and providing evaluation towards work performance in a training which leads to good management of human resource.

The findings in this study also showed that data about the evaluation form of profession development training in Ministry of Religious Affairs in East Lombok is only in the form of result approach, only written on paper in Employee Work Standard and has tendency to be subjective. Therefore, the evaluation of training result in Ministry of Religious Affairs in East Lombok is still not effective yet since the form of evaluation is only written on paper and is difficult to measure with the employees' work standard. Moreover, the evaluation did not apply behavior approach which actually could help record employee behavior in performing their work.

CONCLUSION

Based on the findings obtained through interview, observation, and document analysis during research in Ministry of Religious Affairs in East Lombok, the profession development training for employees in Madrasah Education section can be concluded as follow:

1. There is no specific planning form of profession development training for employees in Madrasah Education section; its implementation is merged together other section. The schedule for training is:
 - a. The training which is conducted once a year got its budget from DIPA budget. This training is limited where only delegates from each section could attend. The planning

and implementation of this training uses the committee system where the committee consists of training participants.

- b. On Monday; conducted during the mandate of ceremony inspector in flag ceremony.
2. The implementation of this profession development training in Budget Usage List is still ineffective due to the following causes:
 - a. Limited capacity for the number of participants who join the training done once a year.
 - b. Limited time for the training done every Monday during flag ceremony.
3. Evaluation of training result still remains poor since the evaluation form is only done on paper that is hard to measure with standard work performance evaluation.
4. There is no obstacle faced during the implementation of profession development training since the office chief requires that all planned program must be implemented.

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