

## **TRAINING MODELS IN HUMAN RESOURCES DEVELOPMENT AGENCY SOUTH SULAWESI (BPSDM SUL-SEL): ADAPTATION DURING PANDEMIC COVID-19**

**Astuti Azis**

Badan Pengembangan Sumber Daya Manusia Sulawesi Selatan  
astutibpsdmsulsel@gmail.com

### **ABSTRACT**

BPSDM or Human Resources Development Agency is one prestigious training institution is South Sulawesi. In previous normal, the institution was very busy running classroom base training for civil servant not only in South Sulawesi but also in Eastern part of Indonesia. Pandemic Covid-19 and the new normal change the trend. The State Administrative Agency (LAN-RI) as the board of patron establishes new regulation to replace the old training model to blended learning. BPSDM struggles to fight the virus and try to adapt the situation by offering semi blended training. Receiving unsatisfactory feedback from participants, the institution return to classroom base model training with strict health protocol. While the institution work hard to prepare the infrastructures and facilities to implement the new policy, there is no clear agenda on when the blended learning will be implemented.

**Key words: human resources, development agency, training, civil servant, blended learning**

### **INTRODUCTION**

Human resources development agency is provincial level agent that is responsible for running education and training for all government staff in South Sulawesi. Part of its duty are preparing policy for education and training program, running the education and training for government staff, monitoring, evaluating and reporting the education & training.

The institution established in 1992 but just started the operation four years later in 1996 with more comprehensive organization structure. It changes its names several times but the main duty remain the same, being the provincial level agent with the main job to educate and train civil servant on leadership and governmental issue from the very first stage of their career to the top leader position. The institution also conduct several technical and functional training in addition to leadership training.

Regarding the job description of the institution which is set under the regional regulation (province) no. 101/2016 about position, structure and job description of Human resources development agency, the training duty is conducted by a group of trainer mostly known as coaches. These trainers/coaches are assigned to regularly update their skills and knowledge about training and coaching by following the scheme run by the State Administrative agency (Lembaga Administrasi Negara aka LAN-RI) who palsy the board of patrons.

Every year until 2019, Human resources development agency has run hundreds of training ranges from basic training to brand new civil servant, intermediate leadership training to supervisor position and advanced leadership training to administrator position. However, in 2020 this institution had it sleeping beauty with zero training.

### VUCA and Its Impact

Part of the training, either the basic, intermediate and advanced level, coaches always introduces the VUCA Issues. VUCA stands for Volatility, it is about the nature and dynamics of change; Uncertainty means the lack of predictability, the prospects for surprise, and the sense of awareness and understanding of issues and events; Complexity refers to multiplex of forces, the confounding of issues, no cause-and-effect chain and confusion that surrounds organization; and Ambiguity which addresses the haziness of reality, the potential for misreads, and the mixed meanings of conditions; cause-and-effect confusion. In short, VUCA shows the unpredictable nature of the world.

At first, in every training, trainers/coaches introduces the issue to participants merely with the intention of building their awareness of very fast and dynamic world change that requires a

comprehensive alert and readiness. However it seems that VUCA arrives much earlier than everybody's prediction. The situation of COVID 19 we are in right now, demonstrates that each element of VUCA serves to enhance the strategic significance of VUCA foresight and insight as well as the behaviour of groups and individuals in organizations. This is the reason why BPSDM Sul-Sel run zero training during 2020.

In response to the issue, State Administrative agency (LAN-RI) published a new regulation (PerLAN 1/ 2021) about basic training and dismiss previous regulation (perLAN12/2018) about similar program conducted in the classroom with face to face interaction where participants stay in the training centre for several weeks. The new regulation introduces new methods of training called Blended Learning. The following is the illustration of the new policy.

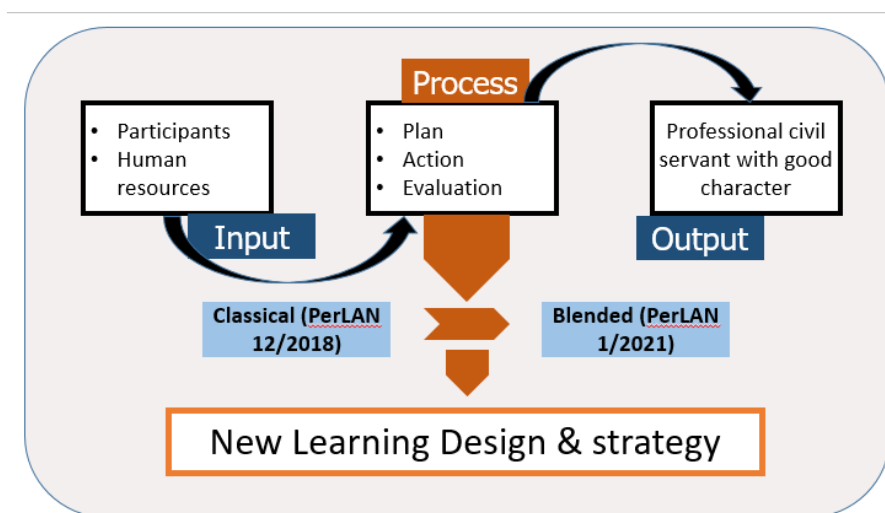


Figure 1. Basic Training New Model

In blended learning, participants join the training which is a combination of classroom base interaction (face to face) and online learning with more priority given to online session. In addition to that, the institution also announces distance learning, another model which relies on the optimization of information technology and

communication. In order to ensure the efficacy of both model, training institution needs to ensure good internet access as well as other supporting facilities besides strong commitment between participants, trainers/coaches and the training institution.

For more accelerated learning, the State Administrative Agency also prepare

self-learning methods called Massive Open Online Course (MOOC) along with collaborative learning through Learning Management System (LMS). As both model mostly conducted online, it is regarded more economical in terms of money and more efficient because it requires longer access time. A good news from the program is the civil servant who are willing to attend the

training can attend it for free. This means that the government institution where the participant work pay the training.

In blended model there are at least four steps to follow: the online learning, distance learning, classroom base learning and technical reinforcement. Figure 2 illustrates the model and the assigned cognitive level.

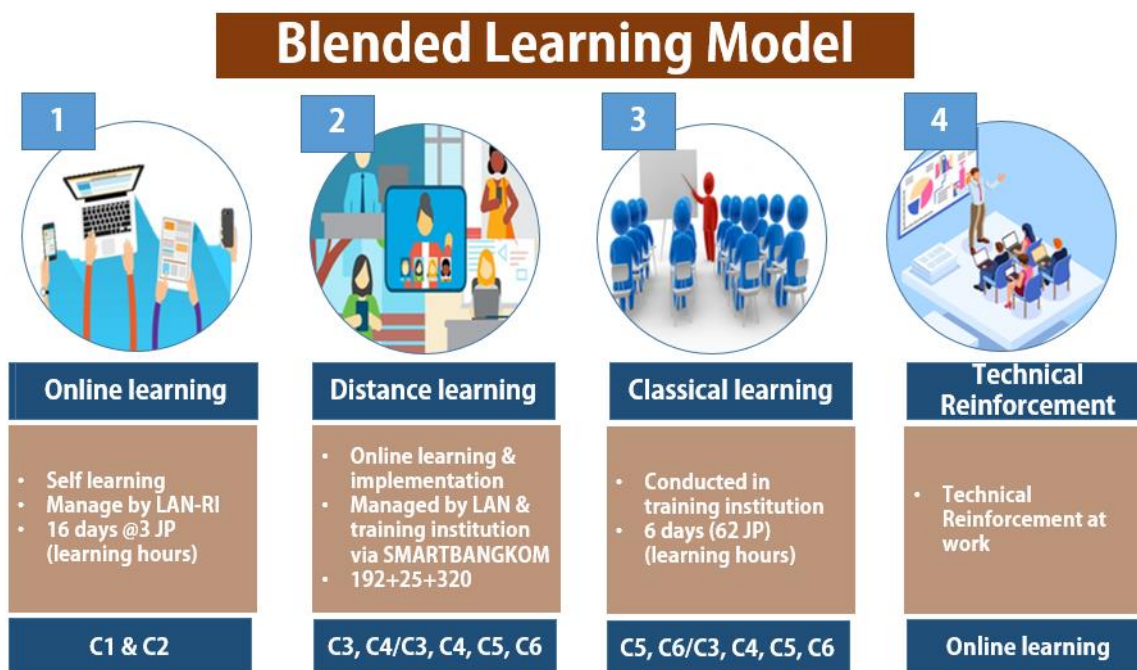


Figure 2 : Blended Learning Model

Interestingly, although there is a significant difference between the two methods, some elements appeared to be maintained. These elements covers approaches, strategies, methods, and media. However, although classroom base and blended both use student cantered approach, in blended learning, trainers are required to consider the basic characteristics of blended learning particularly the online session. So in designing the students cantered approach trainers reflect on several aspects such as the synchronous & limited classical part, longer time for asynchronous session, and self-learning via MOOC. Trainers are encouraged to use deductive and exploratory strategy.

The steps for preparing learning design covers mapping the topic by considering the cognitive level, in this process a trainer does not need to cover lower order thinking skills (remembering and understanding). Instead they should focus on middle to higher order thinking skills and refer to approach and strategies he chooses to decide the right method to apply. When this step is done, trainers could choose the right media. The last step then plan the time and sequence of learning.

Some suggested methods for synchronous session are questioning (C3, C4, C5 & C6), assignment (individual & group), presentation, reviews presentation, learning journal explanation, and lecturing (focus on C3, C4, C5 & C6). Types of media

to use ranges from slides, video, case study and key question. For classroom base session, more various methods are available to choose. In addition to questioning (C3, C4, C5 & C6), lecturing and case study, trainers can manage movie clip, sharing experience, brain storm and group discussion. And methods, trainers can utilize similar methods used in classical session.

Although the State Administrative Agency has already published the new regulation and also support it with several workshop to guide the implementation, there is no strict appeal that the provincial agencies including BPSDM Sul-Sel has to implement the regulation. While provincial training institutions are preparing the facilities and infrastructures they still can make use the classical model by following a strict health protocol.

**BPSDM Responses to the new regulation**

Early January 2021, before the new regulation officially published, BPSDM conducted a kind of semi blended intermediate level training to group of supervisors in Luwu Utara (located 324 KM from Makassar). Started with classical meeting for the first agenda (3 days) and followed by online synchronous learning via zoom. The training planning section reported their evaluation stated that participants were a bit less happy with the method. Although trainers occupy group work using break out room, they regarded this first trial less effective. This is the only semi blended learning BPSDM has ever run.

Started February 2021 this training institution decided to run classical training either located in BPSDM or in participants' home government office within the province. When I write this paper, 3 group of trainings is being conducted with very strict health protocol. All trainers and participants need to declare a negative swab (antigen) result, always wear face shield and mask, and always make distance with other participants. The training institution staff

also provide hand sanitizer for every participants and also place it in every room. Every day before and after class staff spray disinfectant thorough the room in the training institution.

## CONCLUSION

BPSDM Sul-Sel, the provincial human resources development is responsible for training civil servant in South Sulawesi Area. This institution job description is ruled under the South Sulawesi Province and has the State Administrative Agency (LAN-RI) as the board of patrons. LAN-RI establishes a new regulation regarding the training model in response to Pandemic Covid-19. The institution offer a blended model to replace the old classical training. However, BPSDM Sul-Sel appeared to be reluctant to follow the game due to incomplete infrastructures and facilities as well as negative responses of participants attending the semi blended training model. Although it is less knowledgeable to blame facilities and infrastructures, listening to participants' opinion is worth considering. Further insight and research on the topic should capture more specific problems face by training institution that blocked its capability to run blended training model as well as collecting clearer participants' voice through interview.

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