

Management Training and Supervisory Leadership in Improving Performance for Regional Structural Officials

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Abstract

The background of this research is that the quality of graduates of Supervisory Leadership Training (SLT) Batch 3 at the GRSDM of the Ministry of Home Affairs of the Republic of Indonesia in Bandung Region is still low, especially those who occupy Esselon officials. The low quality of graduates is strongly influenced by various interrelated components, including; input of training participants, teaching and learning process, human resources, infrastructure, operational and environmental budgets. In order for the outputs and outcomes of the training participants to be better, there must be a commitment from the education and training leadership and all stakeholders to improving the quality of education and training graduates through integrated program Planning, implementation and evaluation. The purpose of this study was to determine the activities carried out in Planning, organizing, evaluating in GRSDM Education and Training, obstacles encountered and solutions to overcome the obstacles. This study uses a qualitative Approach based on the results of observations, interviews and documentation. This study uses the main theory, namely the management theory of Terry. The results of the study show: 1) In Planning is made to avoid failure or chaos in the implementation of SLT activities, then the Planning is made in detail. 2) In the SLT organization fosters and guides in providing instructions, directions in ways to analyze and solve problems in each assignment given by GRSDM; 3) InThe implementation of SLT will motivate participants to do something if they feel confident that they will be able to, believe that the work will benefit them; 4) InLearning assessment carried out to training participants is a stage to measure abilities as input in making specific decisions 5) The obstacles encountered areImproving the quality of action for change and public service innovation in its implementation does not always run smoothly because there are many challenges and obstacles that will be faced; 6) The solution, to solve the problem is actualization of the basic values of quality commitment in carrying out the duties of the apparatus as a solution that can encourage the creation of a superior work climate or culture that can foster courage to display creativity and innovation for change action.

Keywords: Management, Leadership and Performance.

INTRODUCTION

National development policies in the context of reform, autonomy and globalization are directed at human resource investment policies covering the fields of education, health, and the economy. The Human Development Index, which is measured based on the parameters of education, health, and people's purchasing power, is a global instrument currently used to measure the level of progress of a nation's human resources. The results of the measurement of the Human Development Index (HDI) reported by UNESCO-UN, show that the Indonesian nation is ranked 110th out of 175 countries evaluated. The level of progress of Indonesia's human resources is still far behind compared to other countries, especially countries in the Southeast Asia region, most of which have an HDI rating below 100.

Educational reform is expected to be able to fix and optimize educational resources in order to produce human beings who are knowledgeable, skilled and moral. Tilaar (2015:17) argues that "education is not only aimed at producing intelligent and educated humans, but more importantly, educated and civilized human beings". Therefore, educational

accountability is becoming increasingly important for educational institutions, both school education and out-of-school education.

In facing these challenges, of course, it must be height supported by qualified human resources, not only intellectually but also emotionally and spiritually. This can be realized through a continuous and continuous educational process. As explained in Law Number 20 of 2003 concerning the National Education System article 1 paragraph 1 that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, and self-control strengths. personality, intelligence, noble character and skills needed by himself, society, nation and state. In line with that "national education aims to develop the potential of students so that they can become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens". (Law Number 20 of 2003 article 3).

From the explanation above, it can be stated that education is a milestone in the progress of a nation. Not only that, education is also a very influential factor in shaping quality human resources. The quality of human resources is related to abilities, both physical abilities and non-physical abilities, namely intelligence and mental. As stated by Notoatmodjo (2018: 3) that: The quality of human resources involves two aspects, namely the physical aspect (physical quality), and the non-physical aspect (non-physical quality) which concerns the ability to work, think, and other skills. To improve physical quality, efforts can be made through health and nutrition programs.

In fact, the conditions experienced by the Indonesian people today are faced with the problem of the low quality of human resources. This is evidenced by the large number of Indonesian human resources who become manual laborers in other countries.

The problem of the low quality of human resources is also felt by the state apparatus who are actors in carrying out state functions, government and development actors, are the main elements of human resources of the state apparatus which have an important and decisive role for the development of the nation in the future. One of the efforts that can be done in building the competence of the state apparatus is through education and training.

Article 13 of Law Number 20 of 2003 concerning the National Education System states that: "the education path consists of formal, non-formal and informal education". Article 29 states that: Service education is carried out through formal and non-formal education channels. Service education is professional education organized by the Ministry or non-departmental government agencies. Service education has the function of increasing the ability and skills in carrying out official duties for employees and prospective civil servants of a Ministry or non-Departmental government agency. "Service education is practically carried out in the form of education and training for State Civil Apparatus (SCA) which aims to improve service, quality, expertise, abilities, and skills". (Article 31 of Law Number 8 of 1974). The provision of education and training for civil servants is based on Government Regulation (GR) Number 14 of 1994 which confirms that: Structural officials are required to attend General Administration Training (Adum), First Level Administration of Staff and Leadership Training (Spama), Staff and Administrative Leadership Training Intermediate Level (Spamen), and High Level Administration Staff and Leadership Training (Spati). Entering the reformation era, the government encouraged the government to enact Government Regulation No. 101 of 2000 concerning Education and Training for Civil Servants. Structural officials are required to attend Level IV Leadership Training (Diklatpim IV), Level III Leadership Training (Diklatpim III), Level II Leadership Training (Diklatpim II), and Level I Leadership Training (Diklatpim I).

Qualitatively, the structural positions of echelon 4 are the most dominant positions in the regions, and are at the forefront of government organizations in providing public services for government and development. Therefore, the structural position of echelon 4 is very decisive in the accountability of the performance of government agencies. GR No. 100 of 2000 jo. GR No. 13 of 2002 confirms that: Civil servants who occupy structural positions are required to attend and pass leadership training in accordance with the level of their position. The policy assumption substantially emphasizes that structural position duties must be carried out by civil servants who have job competencies with indicators of high levels of knowledge and skills as well as good attitudes and behavior.

Civil Servants, hereinafter referred to as TCS, are civil servants as referred to in Law Number 43 of 1999 concerning Amendments to Law Number 8 of 1974 concerning the Principles of Employment. In this dissertation, civil servants are civil servants assigned as echelon 4 structural officials who take part in supervisory leadership training at the GRSDM Ministry of Home Affairs RI Regional Bandung.

Siagian (2019:178) provides an understanding for education, as follows: "Education is the whole process, technique and method of teaching and learning in order to transfer knowledge from one person to another in accordance with predetermined standards. This means that education programs are directed to certain knowledge standards", in the training program for echelon 4 officials at the GRSDM Ministry of Home Affairs RI Regional Bandung.

Meanwhile, Soebagio (2017: 35) provides the following understanding: "Education is learning that is prepared to improve the implementation of work in the future or improve someone to be able to accept new responsibilities and/or tasks".

Based on the two understandings of education above, it can be concluded that the concept of education is not merely broad in terms of human life, but can be specific in the scope of work organization in an effort to increase knowledge, skills and attitudes for the future (more theoretical).

Furthermore, Siagian (2019:180) training provides the following understanding: "Training is intended to improve the skills and work abilities of a person or group of people. Usually the target is a person or group of people who have worked in an organization or agency, where the efficiency, effectiveness and productivity of their work is still felt to be improved in a directed and programmatic manner. In this case for echelon 4 structural officers.

According to Rivai (2015:226) what is meant by training is as follows: "Training is a process of systematically changing employee behavior to achieve organizational goals. Training is related to the skills and abilities of employees to carry out current jobs', namely the job duties of echelon 4 structural officials.

In line with the description above, what is meant by education and training according to Government Regulation Number 101 of 2000 is as follows: "Education and training for civil servants' positions, hereinafter referred to as training and education, is the process of organizing teaching and learning in order to improve the ability of civil servants".

Education and Training of Civil Servants (TCS) in general and structural officials in particular is a driving force in increasing professionalism, mental attitude, and different and superior (different & distinct) accountability and personal integrity. In an effort to realize the quality of education and training, it must be height supported by good management, in order to make a positive contribution to the development of human resources within the government.

The success of the implementation of education and training is not only measured by the implementation of the annual routine, but the extent to which a change can be achieved.

Changes that can provide strength for the professional development of employees both cognitively, affectively, and psychomotorically. The development of attitudes and professionalism is something that must be formed with concrete efforts through the learning process. The learning must be height supported in synergy between the competence of the teacher/widyaiswara, the readiness of the participants, and the competence of adequate organizers. The learning process is manifested in the implementation of training which is held in a planned, directed and controlled manner, so that success will be achieved in an effort to improve professional and productive human resources.

This education and training, besides being able to form professional and productive personnel, can also be a driving force for development (driving force), in this case employees cannot be considered as passive inputs but as innovators, creators of new ideas and activities, and as beginners of an action. renewal (agent of change).

The development of development reform shows that the competencies resulting from the implementation of education and training are required to have a positive impact on improving the performance of structural officials. Presidential Instruction Number 7 of 1999 emphasizes the importance of accountability for the performance of government agencies in carrying out their main tasks and functions. Minister of Home Affairs Regulation No. 13/2006 emphasizes that "accountability for the use of government budgets must be in accordance with performance-based budgeting principles".

In general, the purpose of training for civil servants is explained in Government Regulation Number 14 of 1994 concerning Education and Training of Civil Servants Positions, it is stipulated that the objectives of training for civil servants are:

1. Increase the loyalty and obedience of Civil Servants to Pancasila and the 1945 Constitution, the State and Government of the Republic of Indonesia;
2. Instilling a common dynamic and reasoning mindset in order to have a comprehensive insight to carry out the general tasks of government and development;
3. Strengthen the spirit of service oriented to the protection and development of community participation;
4. Increase the knowledge, expertise, and/or skills as well as the personality formation of civil servants as early as possible.

Referring to the explanation of the training objectives above and adapted to the complexity and dynamics of the problems that occur, especially in government organizations, a leader who has managerial and leadership competencies is needed. Managerial competence is a competency that is commonly known for a leader which includes abilities in Planning and budgeting aspects, organizing, implementing and supervising. Meanwhile, leadership competence refers to the ability of a leader to anticipate and adapt to the challenges of the external environment.

Quoting from the remarks of the Head of the GRSDM Training Agency of the Ministry of Home Affairs RI Regional Bandung at the opening of the Supervisory Leadership Training (SLT) July 12, 2021, that leadership competencies include:

1. Clarity of vision with a direction that looks far ahead. This means that a leader must be able to communicate his programs and policies to both internal employees of the organization and stakeholders outside his organization to move in a more progressive future;
2. The ability to bind people in line, and move forward together to move towards the realization of the vision that has been outlined;
3. A leader must be able to influence intelligent hearts and minds and build and develop positive things for all employees and stakeholders that affect the existence of an

organization. Because organizational success is highly dependent on the presence of everyone who acts as a leader for himself and the group, the affective element (love) underlies the thoughts and actions of every personnel who can perform strong synergies to work optimally.

From the explanation above, it can be concluded that the task of a leader is very heavy because the success of an organization is highly dependent on its leadership. For this reason, a leader must always be able to develop himself so that the potential that exists in him can continue to be properly actualized. For this reason, an education and training program is needed as an effort to make gradual changes to produce prospective leaders who have competence as a leader, namely the knowledge competence, skills and behavioral attitudes needed in carrying out their duties. Therefore, the Head of ISAA RI has issued Decree No. 541/XIV/10/6/2001 concerning Guidelines for Level IV Leadership Education and Training which is effective as of January 1, 2002 as a follow-up to GR. 101 of 2000. This means that education and training programs for civil servants are closely related to the preparation of professional resources in facing the nation's future. This effort has real relevance to the challenges faced by the Indonesian people in the era of globalization and free trade which demands a more competitive quality of human resources in accordance with the required competencies, so that they have adequate capabilities in line with the demands of the development of the world community.

The current problem that occurs in the regions is the concern of the legislature who asks whether the implementation of leadership training with higher funding has a significant influence on improving the performance of government officials? The question can be argued logically formally, but can not be proven empirically.

Another worrying phenomenon is the growth of thinking among leadership training participants who view that certificate orientation is more important than competency orientation. Having a certificate means being able to fulfill the structural position requirements.

As explained in the Guidelines for the Implementation of Supervisory Leadership Training (SLT) (2011:1) that: Efforts are needed to develop the competence of civil servants, one of which is through education and training that leads to efforts to improve:

1. The attitude and spirit of service that is oriented to the interests of the community, nation and homeland;
2. Technical, managerial and/or leadership competence;
3. Efficiency, effectiveness and quality of the implementation of tasks carried out in the spirit of cooperation and responsibility in accordance with the work environment of the organization.

The factors or components that affect the problem of an education and training are: 1) the objectives and targets of the training, 2) the criteria for the participants, 3) the criteria for the teacher/instructor/widyaiswara, 4) the training learning materials that are in accordance with the objectives to be achieved.

Law Number 32 of 2004 concerning Regional Government emphasizes the principle of decentralization in the form of broad, real and responsible autonomy.

Supervisory Leadership Training (SLT) is a requirement for a structural official, Supervisory Leadership Training (SLT) must be able to accommodate all the competencies needed in carrying out the duties and functions of a leader as required by GR number 101 of 2000 which explains the purpose of implementing Supervisory Leadership Training (SLT) are:

1. Improving knowledge, skills, and attitudes to be able to carry out the duties of structural positions of echelon 4 in a professional manner based on the personality and ethics of civil servants in accordance with the needs of the agency;
2. Creating an apparatus capable of acting as a reformer and glue of national unity and integrity;
3. Strengthen the attitude and spirit of service-oriented service, protection, and community empowerment;
4. Creating a common vision and dynamics of mindset in carrying out general government and development tasks for the realization of good governance.

The implementation of Supervisory Leadership Training (SLT) still encounters many obstacles, one of which is in the learning process. Problems in the learning process can be seen from the discrepancy between the learning objectives that have been determined by the education and training curriculum, both the curriculum that has been standardized by the Indonesian State Administration Agency (ISAA) and the guidelines held by Widyaaiswara. This problem becomes something that is very crucial considering that the learning process in Education and Training is the core or core that is the benchmark for the success of Education and Training. In particular, problems related to learning management of Supervisory Leadership Training (SLT), namely regarding lesson Planning, implementation to learning evaluation. The effectiveness of these three management functions greatly affects the success of achieving the objectives of education and training.

The management problem of Supervisory Leadership Training (SLT) has not received special attention. This can be seen from the absence of a standardized measurement of the effectiveness of the education and training management carried out by the center and the agency that is the organizer of the Supervisory Leadership Training (SLT).

For this reason, the author is interested in conducting research and raising this issue in a dissertation entitled: "Training Management and Supervisory Leadership in Improving Performance for Regional Structural Officials".

RESEARCH METHODS

Research Approach

The research Approach used is qualitative, namely to reveal an intensive and in-depth description of the management of supervisory leadership training in improving performance for Regional Officials at the GRSDM Ministry of Home Affairs RI Regional Bandung, whose ultimate goal is to improve the quality of student graduation.

Method Of Collecting Data

The data collection method used is the case study method through direct observation where the researcher sees firsthand the symptoms or events that occur and analyzes the events found in the field that are adapted to the research problem.

Data Collection Technique

Data collection techniques used are observation techniques (observations), interview techniques, documentation studies, literature studies and participation. Regarding data analysis techniques using non-statistical analysis techniques.

RESEARCH RESULTS AND DISCUSSION

Research Result

The SLT training management carried out by the Indonesian Ministry of Home Affairs

Education and Training Center has an interpretation which states that supervisory leadership training is one of the efforts to improve the quality of human resource performance in implementing change actions that provide basic skills which are morally an important vehicle in instilling and developing values, personality and leadership for supervisory officers.

Some important notes to consider in this SLT training carried out at the Indonesian Ministry of Home Affairs Education and Training Center, including:

1. SLT training Planning has gone well in preparing administration of education and training Planning. The Indonesian Ministry of Home Affairs Education and Training Center is not involved in recruiting students and only organizes SLT training in accordance with the predetermined program. The objectives and training programs have become a mutual agreement between the organizers and stakeholders as a form of improving the quality of human resource performance by showing serious steps in determining the budget for the implementation of SLT training. All human activities, both individually and in groups, are carried out based on a comprehensive. That is, when managing human resources in an organization, the Planning function is one of the factors that must be prepared properly. This preparation is important considering whether or not the organization within the Police is going to be very much determined by HR both in quantity and quality. Planning becomes very strategic and very influential in recruiting human resources in regional Structural Officials' environmental organizations.
2. The organization of SLT training has given the staff the flexibility to completely divide tasks according to their main tasks, functions and roles, but in reality the implementation is still hampered by the hierarchy of ranks and lines of command in carrying out coordination between work units. Police organizational commitment is very important. Good goals, the right strategy and the height supported of a conducive environment will all be useless if there is no employee commitment in developing the organization, various data in the organization must be well documented because that data will later be processed and analyzed so that accurate predictions of the human resources needed are obtained. An open organizational climate encourages employees to express their interests and dissatisfaction without fear of reprisal, attention, and such dissatisfaction can be handled in a positive and constructive way. In principle, a climate of openness can only be created if employees have a high level of confidence and believe in the fairness of managerial actions and policies.
3. The implementation of SLT training has been carried out effectively by implementing a good management system, parenting patterns for students in apply mental personality, as well as service standards for students with SOPs, but in the learning process still using classical learning and educators have not maximized the use of learning methods that involve the abilities and competencies of students.
4. The evaluation or assessment system for students has been implemented effectively and transparently, but still needs improvement in terms of assessment that is still oriented to a comprehensive cognitive/knowledge assessment of all subjects being taught while the assessment of personality mental attitudes is still subjective and has not touched the indicators that have been determined.
5. Problems and obstacles in SLT training management to improve the quality of the performance of implementing change actions in the Regional Structural Employee organization environment, namely measuring the extent to which SLT participants understand the material that has been taught, knowing the participants' cognitive, affective and psychomotor development and measuring the success and achievement of the target material that should be taught to SLT participants.
6. SLT training management solutions as a tool to improve the appearance or abilities of

individuals or groups in the hope of improving organizational performance. Certain skills are taught so that HR can carry out tasks according to the desired standard. SLT improves attitudes towards workers, towards leaders or human resources. SLT participants are directly involved in learning Planning so they will feel ownership. SLT participants actively participate in the learning process.

Research Discussion

Planning activities in the implementation of SLT for supervisory leadership to improve the performance quality of implementing change actions in the organizational environment of the Ministry of Home Affairs have been maximized in terms of preparing administrative readiness for the implementation of SLT training. In the recruitment of GRSDM participants, the Ministry of Home Affairs RI Regional Bandung is not involved, only accepting participants who are ready to be educated in training.

Organizing activities in the training for supervisory leadership to improve the quality of the implementation of change actions within the Ministry of Home Affairs organization are very important, in this organization each element works according to their respective duties and roles in accordance with the work implementation guidelines. The purpose of this organization is so that the objectives of these activities can be achieved properly. In the implementation of educational services to students, it has been guided by the predetermined Standard Operational Procedures (SOP). In the implementation of the organization carried out at the Pusdikmin Lemdiklat Polri, it is still constrained by the hierarchy and line of command so that it cannot run creatively and sociably.

The implementation of education and training activities to improve the quality of supervisory leadership to improve the performance quality of implementing change actions in the organizational environment of the Ministry of Home Affairs has been optimal, with education, learning and parenting patterns. The parenting pattern focuses on the mental development of personality and attitudes during education and training. With the parenting pattern, it is hoped that ethics, discipline, assertiveness, responsibility, personality will be formed and reflect civil servants who can be trusted by the community as state servants and public servants. However, the learning process carried out in pre-service training is still classical with less varied learning methods that have not empowered the potential possessed by students.

Participants' assessment includes evaluation of: substance, field studies, change actions and attitudes carried out using a scoring system on a 100 (one hundred) value scale. If the participant scores less than 70.01 for the evaluation aspect, he/she is given 1 opportunity for remedial before the end of the training which is carried out by the training organizing institution. Final assessment qualification of participants.

Problems and obstacles in SLT management and supervisory leadership to improve the quality of performance in the application of change actions within the Ministry of Home Affairs organization, namely measuring the extent to which the competence of educators achieve success in delivering subject matter, knowing the extent of height supported from superiors/mentors to SLT participants in implementing change actions, Knowing to what extent where SLT participants understand the material that has been taught, know the cognitive, affective and psychomotor development of SLT participants and measure the success and achievement of the target material that should be taught to SLT participants.

SLT management training solutions for supervisory leadership to improve the performance quality of implementing change actions within the Ministry of Home Affairs organizational environment. Training as a tool to improve the ability of individuals or groups in the hope of improving organizational performance. Certain skills are taught so that HR can

carry out tasks according to the desired standard. SLT improves attitudes towards workers, towards leaders or human resources. SLT participants are directly involved in learning Planning so they will feel ownership. SLT participants actively participate in the learning process.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusion

Based on the results of the study, the Planning that has been carried out by the SLT of the education and training institution shows that the Planning is made to avoid any failure or chaos in the implementation of SLT activities, then the Planning is made in detail. The SLT organizational function fosters and guides in providing instructions, directions in ways to analyze and solve problems in each assignment given by Pusdikmin. The implementation of SLT will motivate participants to do something if they feel confident that they will be able to, and believe that the work will benefit them. Learning assessment carried out to training participants is a stage to measure abilities as input in making specific decisions. The problem of improving the quality of action for change and public service innovation in its implementation does not always run smoothly because there are many challenges and obstacles to be faced. Actualization of the basic values of quality commitment in carrying out the duties of the apparatus as a solution that can encourage the creation of a superior work climate or culture that can foster courage to display creativity and innovation for change actions.

Implications

Based on the conclusions above, it can provide implications from the results of this study, namely:

1. Planning activities in training for supervisory leadership to improve the quality of performance in implementing change actions within the Ministry of Home Affairs organization. With the formulation of careful Planning in the implementation of SLT training in accordance with existing needs and conditions, the right decisions are obtained to improve the quality of civil servants' performance, and will have implications for the achievement of goals and targets that have been set together efficiently and effectively.
2. Organizing activities in training for supervisory leadership to improve the performance quality of implementing change actions within the Ministry of Home Affairs organizational environment. Good organization and giving authority in carrying out tasks, who and what to do and based on work guidelines in the form of SOPs, will have implications for achieving educational goals to improve the quality of employee performance that is expected together.
3. Implementation activities in training for supervisory leadership to improve the quality of the performance of the implementation of change actions in the organizational environment of the Ministry of Home Affairs in an effective and efficient, and accountable learning process will have implications for: Learning objectives are achieved optimally, producing graduates who have the knowledge and skills and attitudes to height supported implementation assignments, there is a relevance between the competencies possessed by students and the competence of carrying out tasks in the field, the quality of graduates is high.
4. Assessment activities in training and education for supervisory leadership to improve the quality of the implementation of change actions within the Ministry of Home Affairs organization with the implementation of objective and transparent evaluations, have implications for the realization of program implementation to be ensured the same as

what has been planned and ownership of quality standards.

5. The problem of SLT training management is to improve the quality of the implementation of change actions in the Ministry of Home Affairs organizational environment, including the motivation of participants in participating in SLT training to get career advancement in positions, so that it is not maximal in implementing change actions. Changes or rotations of leadership, especially those organized by the Ministry of Home Affairs, move relatively quickly, which has an impact on SLT training participants who are currently running difficult to implement change actions in their respective organizational environments.
6. SLT training management solutions to improve the quality of the performance of the implementation of change actions within the Ministry of Home Affairs organization can be of good quality if they are height supported by all quality education and training elements, both the training institutions, teachers/widyaiswara, and professional organizers, the curriculum is in accordance with the objectives of the training and is height supported by facilities and infrastructure. adequate infrastructure. SLT participants must be free from tasks and even work pressures. They are assumed to have a desire to learn that comes from high motivation height supported by adequate facilities. Thus, they really only concentrate on the learning process. In the process, trainees still need guidance, but without having to create a high dependence on the instructor. Participants should be made to understand and/or realize that leaving old behavior is not easy. It is the fruit of a process. Meanwhile, the process is a function of the available time. So, they must have a high motivation for learning progress to achieve better job performance in the future. Thus, ideally learning is one of the needs for employees.

Recommendation

1. SLT training Planning activities to improve the performance quality of implementing change actions within the Ministry of Home Affairs organizational environment.
Based on the findings in the field, it is suggested that before formulating the goals and objectives to be achieved, it is necessary to pay attention to internal and external environmental factors. Maintain the quality of resources and increase cooperation with related agencies or departments to improve the quality of graduates.
2. The activities of organizing SLT training to improve the performance quality of implementing change actions within the Ministry of Home Affairs organization.
All educators and education personnel as well as students have a character based on theological, ethical, aesthetic, logical, physical-physiological and teleological values, so they will have graduates with high quality performance. Coordination in the implementation of pre-service training to be improved so that there are no mistakes in its implementation so as to create a harmonious relationship between work units.
3. SLT training implementation activities to improve the quality of the implementation of change actions within the Ministry of Home Affairs organization.
In the implementation of this very complex, challenging and noble pre-service education and training, it must be used as an oGRortunity and worship through actions based on values so that we can be grateful, dhikr and pray to Him. Maintain and increase cooperation with relevant agencies to improve the quality of graduates.
4. SLT training assessment activities to improve the performance quality of implementing change actions within the Ministry of Home Affairs organization.
The implementation of the assessment is carried out in an objective, transparent and accountable manner, so that quality graduates will be able to carry out their duties. And so that the goal of improving the quality of graduates can be achieved as planned, it is

suggested that the evaluation should be carried out objectively, with transparency and accountability.

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