



**ORGANIZING THE IMPLEMENTATION OF CURRICULUM OF DIKLATPIM IV
IN THE HUMAN RESOURCES DEVELOPMENT AGENCY
NORTH SUMATRA PROVINCE**

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Abstract. *This study aims to find the organization of the implementation of the level IV education and leadership training curriculum (Diklatpim IV) in the Human Resources Development Agency (BPSDM) of North Sumatra Province (North Sumatra Province). The research focus is, "Organizing the Implementation of the IV Education and Training Curriculum in BPSDM North Sumatra Province ", using naturalistic qualitative methods. Data collection techniques used interviews, observation, document study, data analysis using the interactive model of Miles and Huberman, checking the validity of the data based on Lincoln and Guba. This study found: First, the function of organizing curriculum implementation is carried out at the institutional and class stages. Second, organizing the implementation of the institutional stage curriculum is carried out by dividing the roles and duties of structural officials and staff in management, correspondence administration, and finance tasks, these tasks are interrelated. Third, some of the lecturers were assigned not based on the competency of the Training of Facilitator (TOF) as outlined in the planning stage of the institution. Fourth, at the class stage of organizing the curriculum implementation by widyaisawara on the learning stages, methods, learning resources, and learning media.*

Keywords: *Organizing, Curriculum Implementation, Education and Training.*

INTRODUCTION

The implementation of Diklatpim IV training at BPSDM North Sumatra Province , requires a division of roles and tasks for structural officials, staff, Widyaiswara. These activities need to be managed professionally through managerial mechanisms to avoid overlapping work. Structural officials and staff need to have the ability in the field of committee duties in the context of the IV education and training team, while lecturers need the ability to master the stages of learning, methods, learning resources, media, choosing a study room, according to their competence obtained from the Training of Facilitators (TOF) to meet the demands of the curriculum. . All of this requires an organized condition through organizing the implementation of the IV education and training curriculum in BPSDM North Sumatra Province.

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Empirically, the organization of curriculum implementation in BPSDM *North Sumatra Province* is not consistently implemented. This condition is since some of the *Widyaiswara* assigned to teach training courses do not match TOF competencies. Even though at the planning stage and according to the Regulation of the Head of the State Administration of the Republic of Indonesia number 20 of 2015 it has been determined that the *Widyaiswara* who teaches the IV education and training programs are based on the specialization of competencies obtained through the TOF. Organizational inconsistencies in the implementation of the IV education and training curriculum contradicts the nature of organizing because it does not prioritize the delegation of work to the right people based on abilities that are in accordance with their competencies so that it does not help *Widyaiswara* to become experts in carrying out their main tasks and functions.

LITERATURE REVIEW

Organizing is one of the management functions, according to Robbins and Coulter, "organizing is the activity of determining what needs to be done, how to do it, and who has to do it."¹ The organizational management function is important because it does not only map the work to be occupied, but includes determining strategies that are appropriate to the conditions and situations of the job aspects, as well as personnel who are expected to be able to complete the work. Organizing that is carried out by the leadership of the administrative staff and *Widyaiswara* gives the responsibility and authority to carry out the duties of the leadership regarding the work that must be completed, who does what, by means of the method or mechanism of doing it. Meanwhile, the organization that was carried out by *Widyaiswara* was to divide the roles and tasks to the participants of the IV training in the context of learning.

Likewise, the organization of curriculum implementation by structural BPSDM officials and *Widyaiswara* functional officials at training and training teams IV such as organizing committees, teaching and learning schedules on campus or outside campus in the form of theory or practice, providing learning resources is not limited to

¹ Stephen Robbins P and Mary Coulter. 2005. *Management*. New Jersey: Pearson Prentice Hall, p.39

equipment, but includes energy, fees, facilities outside and on campus, on campus and off campus.

Organizing the techniques and methods by *Widyaiswara* that will be used in teaching and learning is an important activity especially if it is supported using adequate learning resources. According to Wina, learning resources are everything that is around the learning environment that can functionally be used to help optimize learning outcomes, it can be seen not only learning outcomes but the interaction process of students with various sources as a stimulus for students in learning and accelerating understanding. and mastery of the field of science they learn.² Based on Vienna's statement, learning resources are not only limited to sources that can provide information for the interests of learning in class or internal educational institutions, but can be outside educational institutions to obtain maximum learning outcomes through contact action and reactions of training participants in the form of an interaction process. with learning resources.

Available learning resources related to education and training can support the achievement of more effective learning because learning resources can make it easier to achieve learning goals, function as a stimulus or stimulus for each individual to be more passionate about learning. If learning can be conditioned full of enthusiasm and high willingness, *Widyaiswara* no longer needs to closely monitor training participants in learning, because continuous monitoring in a monotone can create a rigid and autocratic atmosphere without the monopoly of unilateral learning by *Widyaiswara*.

In order for teaching and learning in the education and training to be more varied and attractive to the training participants and to provide real understanding, the *Widyaiswara* is required to be able to choose the right learning aids or audio visuals. Audio-visual aids are materials or operational tools for learning situations to help spoken and spoken words to form knowledge, attitudes, and ideas. By using audio visual aids in teaching and learning the training will be able to create a livelier and more interesting atmosphere in the training.

To determine the tools that will be selected in the training according to Suprijanto can use the following criteria:

² Wina Sanjaya (2008), *Perencanaan dan Desain Sistem Pembelajaran*, Jakarta: Kencana Prenada Media Group. p. 544

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1. *What tools can be used for the task at hand?*
2. *What tools does the leader or the person assigned to use the best know for?*
3. *What tools are most readily used?*
4. *Which tool takes the least time and causes the least confusion?*
5. *Which tire is the cheapest to procure and use?*
6. *Which tool will provide better balance and vareation?*
7. *Which tools best suit your learning interests and understanding?*
8. *Are the tools able to present the material accurately?*
9. *Is it free from propaganda or advertising which is the most favorite?*
10. *Are there any instructions for using the tool?*
11. *Are there suitable places and facilities to use these tools.*³

From these criteria, it can be seen that to choose the right tool, first consider the types of tools that can be used to support tasks that are known to be used properly by the leadership or officers, who are most ready to use, most efficient in use, which can provide better vareation. , generates interest and understanding of learning, is accurate in presenting the material, does not contain the most preferred content of propaganda or advertising, whether there are instructions for using it or not, the existence of suitable places and facilities to use it. The efficient use of tools is needed in teaching and learning to deliver teaching material as effectively as possible. This means that it is necessary to consider using the best possible time to convey information as planned. It all requires organizing the tools so that the tools can benefit teaching and learning activities that are effective and efficient.

Consideration of whether there are instructions for using tools and whether there are suitable places and facilities to use these tools is very important considering the use of tools can be done properly if they are in accordance with the instructions for use provided. Instructions for using tools will support the smooth use of tools as well as to achieve efficient use of tools because the difficulties that may arise in using tools can be immediately resolved by looking at the available instructions.

³ Suprijanto. (2009). *Pendidikan Orang Dewasa Dari Teori Hingga Aplikasi*. Jakarta: PT Bumi Aksara. p.74

Another thing that is not less important is the availability of suitable places and facilities to use these tools. Without the availability of suitable places and facilities to use assistive devices, tools cannot or are difficult to use according to their needs so that they become obstacles to their use. Thus organizing the tools not only determines the appropriate tools to be used in teaching and learning, but also involves setting the mechanism, the procedures for their use, including their maintenance so that the tools remain valuable to support the effectiveness and efficiency of teaching and learning in training.

METHODOLOGY

This study uses a qualitative naturalistic method. Sources of data were extracted from social situations that fit the context described to the discovery of the behavior of actors including echelon II, III, and IV officials, staff, lecturers at the North Sumatra Province Human Resources Development Agency (BPSDM *North Sumatra Province*), documents and the physical and non-physical environment. physical internal and external Human Resources Development Agency of North Sumatra Province (BPSDM *North Sumatra Province*) related to organizing the implementation of the IV education and training curriculum.

FINDINGS AND DISCUSSION

Based on the researcher's findings, the Head of BPSDM *North Sumatra Province* organized the implementation of the curriculum by dividing the tasks and roles in the IV training into institutional and class stages, to facilitate work in the management function of curriculum implementation in learning activities..

Organizing the implementation of the institutional stage curriculum

The division of roles and tasks by BPSDM to structural officials and staff in the committee to carry out certain tasks is the organization of the implementation of the institutional stage curriculum, because the concentration of work to be carried out is at the institutional level outside of classroom teaching and learning tasks. At the institutional stage, the division of roles and tasks is

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divided into three work groups, namely management, correspondence administration, and finance, given to structural officials and staff in the committee for on campus and of campus activities. On campus activities are carried out in the form of teaching and learning activities at BPSDM *North Sumatra Province* and outside BPSDM seen in teaching and learning activities Visitation Self Mastery and Benchmark to Best Practice based on the LAN-RI curriculum number: 20 of 2015. According to the LAN-RI curriculum, time allocation The IV training is carried out as many as 893 lesson hours (jp) with details of 290 jp classical learning, 603 jp non-classical, or 32 working days for on campus learning, 67 days off campus, a total of 97 working days. Classical learning places training participants in lodging and is given 24 jp of physical / mental health support activities.

At the institutional stage, researchers found inconsistencies between planning at the institutional stage and organizing the division of roles and tasks in the classroom stage. The distribution of teaching schedules given in the form of assignment letters to *Widyaiswara* is not based on the planning of the institutional stage and the Republic of Indonesia-Republic of Indonesia number 20 of 2015 concerning the guidelines for implementing the IV training which outlines the *Widyaiswara* TOF competence to be a requirement for *Widyaiswara* to teach certain courses according to the specialization of the education and training eyes. Classroom arrangement in the form of arrangement of study room facilities was initially arranged and determined by the committee, then it was predominantly carried out by the *Widyaiswara* unless the selection of study rooms had been determined in one place due to reasons of limited availability of learning spaces, except for seminars.

In organizing the committee in the form of Self Mastery Visitation and Innovation Visitation called the Benchmark agenda to Best Practice outside BPSDM *North Sumatra Province* , the committee plays its task of finding agencies for visitations, bridging through communication links between the Provincial Education and Training Agency with visitation location instances in order to

coordinate training tasks Pim IV, so that the visitation can be carried out. In line with that, the coordination according to Usman is as follows:

Coordination is the process of integrating (combining) synchronizing, simplifying the implementation of separate tasks continuously by a number of individuals or units so that all are united in number, quality, and the right place to achieve goals effectively and efficiently.⁴

Based on this definition of coordination, coordination is defined as a dual activity by certain people carried out continuously to synergize a number of tasks to be more coordinated in terms of quality and quantity in an effort to achieve the effectiveness and efficiency of the planned goals. Thus coordination ideally has activities to build work in a synergy, integrated, and synchronized manner, in order to achieve the expected goals.

Coordination carried out by BPSDM *North Sumatra Province* in organizing Pim IV training such as visiting agencies to inform and agreeing on Benchmark collaboration to Best Practice to provide learning benefits for training participants and can be carried out according to the definitive schedule of Pim IV activities. In this activity, it leads to more coordination in organizational tasks. Coordination is an alternative answer to the question of who does, what is done, how to do a job. In order for the organization of Benchmark activities to Best Practice to be effective, the work that will be carried out is coordinated in advance with the locus of related activities such as what will be cooperated, who is collaborating, how is the involvement of the parties. Coordination of BPSDM *North Sumatra Province* with visitation locations via telephone communication and correspondence, informing the purpose of the activity visit to be carried out, the time required, the number of people participating, the agency to be visited. This is where BPSDM *North Sumatra Province* and the visitation location agency coordinate and communicate so that between BPSDM *North Sumatra Province* and the visitation location agency there is collaboration.

In coordinating the tasks of BPSDM *North Sumatra Province* to stakeholders in the context of organizing training tasks, Pim IV can create synchronous cooperation, establish reciprocal communication, share roles and responsibilities, establish harmonious relationships, to facilitate the implementation of education and training, avoid misunderstanding, so that the Pim IV training can run according to plan by

⁴. Husaini Usman (2011). *Manajemen Teori,Praktek dan Riset Pendidikan*. Jakarta: Bumi Aksara. p.439

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utilizing the available resources. In organizing the implementation of the institutional level curriculum, the role of the committee as a human resource in the Pim IV training is prominent.

Therefore, it is necessary to organize human resources (HR) in determining the division of roles and duties of the Pim IV training by taking certain steps by the manager to be able to manage all the resources in the IV training by dividing roles and tasks to the right person, in the position, the right, the right time, to achieve the objectives of the training and training IV. Fathoni concluded that "HR planning cannot be entrusted only to professionals handling personnel issues, but must carry out the main function."⁵ This means that HR planning does not stop at certain people, but performs functions that are no less important than those of a principle.

Terry and Leslie emphasized the importance of a manager being able to detect and even know and understand which activities need to be completed, who needs to provide assistance and who receives assistance on the job, who will do what, which are the mechanisms for delivering and receiving information, the ins and outs of the work. It must be known, the relationship between employees with one another, and between work groups and tasks of each work group⁶. This opinion indicates the importance of the leadership's sensitivity to priority tasks that need to be completed immediately, knowing the distribution map and completing tasks effectively. Therefore the division of tasks and the role of the institutional stage in management, correspondence administration, finance, are priority handling to be resolved according to Terry's opinion. Through the division of roles and tasks to employees who master the work to be carried out, they can see the relationship of one task to another, know the relationship with superiors and other employees in terms of work in the work group entrusted to them. This is considered important because a job cannot be completed by individuals but requires other people so that the work can be completed.

According to Fathoni, through organizing the division of roles and tasks of HR which is carried out in an orderly manner so that the organization can empower its resources in a more planned manner, can increase work productivity, be more planned

⁵ Abdurrahman Fathoni. 2006. *Op.cit.* p.14

⁶ George R.Terry, and W.Rue Leslie. 1982. *Principles Of Management*, four Edition. Printed in the United States of America.hal.37

to determine the energy needs needed in the future, to determine the handling of labor information, the emergence of an understanding of the workforce situation is the basis for formulating a work program on future workforce needs.⁷ Based on this opinion, organizing the roles and tasks of personnel can actually be beneficial to better organize the use of existing personnel or human resources, so that an overlapping division of roles and tasks can be avoided, which can result in the same type of work being carried out by different people. different. If human resource empowerment is carried out in a more planned manner through proper planning, it will increase the productivity of the organization's work. Even future HR recruitment can be carried out as needed. Thus the imbalance between the workload done by people with an excess amount will not occur.

By properly organizing the division of roles and tasks, it can determine the concrete form of the activities to be carried out as well as designing methods for completing the activities to be carried out, in what ways it can be done, using what tools are appropriate, who are the appropriate or appropriate people and have the ability to do them. Here there are managers' efforts to design the work to be done, who are the people who will do the work, how to classify the tasks to be done, who reports to whom, at what level the decisions will be taken towards achieving organizational goals, this is called organizing. . In organizing activities, the manager determines the work delegated to subordinates in accordance with what work will be done so that it does not overlap with other staff, determines how to do the best possible to achieve maximum results. This is intended so that the work can be carried out according to their respective responsibilities, based on the duties that have been assigned by the leadership.

Organizing the implementation of the class stage curriculum

At the class stage, the division of roles and tasks is predominantly carried out by the *Widyaiswara* in the teaching-learning process in the classroom and outside the classroom such as visitation institutions. Initially, the arrangement of seating in classrooms and room facilities was arranged by the committee. Furthermore, *Widyaiswara* conducts management in the classroom by making arrangements related

⁷ Abdurrahman Fathoni. 2006. *Manajemen Sumber Daya manusia*. Jakarta: PT Rineka Cipta. p.44-48

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to the teaching and learning process as an implication of teaching and learning strategies which are scenarioed by utilizing room facilities and equipment resources, learning media, and methods. Davis calls this the term of organizing learning. According to him, organizing learning includes:

*(1) choosing the right tactical tool, (2) choosing the right learning aids or audio visuals, (3) choosing the class size according to the number of students, (4) choosing the right strategy for communicating the rules, procedures as well as complex teaching.*⁸

According to Davis's opinion, the organization of learning is carried out by *Widyaiswara* through the arrangement of techniques, methods, learning resources. The provision of learning resources is not limited to equipment, but includes personnel, costs, and facilities outside and inside the campus, theory and practice, and the learning environment inside and outside. outside the classroom, choosing the size of the class according to the number of students, regulating how to communicate the rules that will be followed in the teaching and learning process as a joint commitment that will be adhered to together to achieve the effectiveness and efficiency of learning objectives. The arrangement of the techniques and methods by *Widyaiswara* to be used in teaching and learning is an important activity to avoid a monotonous teaching-learning atmosphere, creating an atmosphere of varied teaching-learning interactions, especially if it is supported by the use of adequate learning resources. Organizing by *widyaiswara* includes setting methods such as group discussion methods, interactive discussions, lectures, questions and answers, video playback. In learning activities in the classroom, *Widyaiswara* arranges learning media using clipcharts, infocus, whiteboard, organizing classrooms in terms of seating in the study room when learning island-shaped, during the Change Project proposal seminar and the "U" shaped change project implementation seminar.

Classrooms for teaching and learning at BPSDM are determined by the committee to stay in one room, without moving to another room even though they differ in the application of methods by *Widyaiswara* due to the limited availability of rooms that are suitable for use in terms of facilities, feasibility of study spaces, comfort, order, and noise. . Choosing a study room according to Davis, one of which is choosing

⁸ Ivor K Davis (1991). *Pengelolaan Belajar*. Jakarta: Rajawali Press. p.118

the size of the class according to the number of students because the size of the class room is expected to have an impact on group productivity, personal knowledge about results, relationships between groups, group effectiveness..⁹ Formal methods such as lectures require smaller class sizes than using the discussion method.

Thus, the ideal class size used varies according to the teaching and learning method used. Therefore, choosing classrooms by *Widyaiswara* in different rooms to apply learning with different methods can choose classrooms, so that they do not stay in one class in learning at the *North Sumatra Province* Education and Training Agency other than seminars.

Based on the research findings, the organization of learning resources by *Widyaiswara* includes LAN-RI learning resources, self-mastery visitations and benchmark innovation visitations to best practices, and books. This is in line with Wina's opinion, learning resources are everything in the learning environment that can functionally be used to help optimize learning outcomes..¹⁰ Optimization of learning outcomes can be seen not only learning outcomes but the process of interaction of students with various sources as a stimulus for students in learning and accelerating understanding and mastery of the fields they are learning. The learning resources used by *Widyaiswara* in planning the class stage are intended to optimize learning outcomes through the interaction of *Widyaiswara*, another learning resource with training participants. Meanwhile, the learning resources outside the classroom intend to connect the substance of the training subject that is delivered in the classroom with the learning resources outside the classroom so that training participants can further analyze and interpret, and draw a common thread between theory and practice. Thus the training participants are expected to gain a better understanding to be used to overcome problems related to the tasks of the training course, problems related to the main tasks and functions of agencies, as well as social tasks.

Organizing employee duties is essentially dividing the duties and roles of employees according to their respective competencies. Organizing the roles and duties of the committee is carried out according to the principle of accuracy. Terry and Leslie put the division of roles and tasks into organizational activities by dividing the task of

⁹ Ivor K Davis (1991). *Loc.cit.* p.18

¹⁰ Wina Sanjaya (2008), *Op.cit.* p.228.

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arranging employees into specific tasks filling managerial tasks with the right people.¹¹ Thus, assigning the right people to certain tasks and roles is the task of the manager, if done correctly it will greatly help in completing the tasks that are his responsibility. Conversely, if you ignore the aspect of accuracy in placing employees in certain tasks, it will make it difficult for managers because the tasks given to staff cannot be completed or are not completed on time, or are completed but not as expected. It means that every institution is important to pay attention to the availability of people who have the right expertise, use them appropriately as needed, so that task effectiveness and efficiency can be achieved.

According to Siagian, the focus of attention in HR planning is certain steps to ensure accuracy; availability of the right manpower, the right position, the right position, the right job, and the right time to achieve the goals that have been and will be set.¹² Based on this opinion, in principle, the aspect of accuracy is the foremost priority in HR planning so that goals can be achieved. Thus, the aspect of adequacy and types of employees, at the right place and time, is important to overcome a dense workload and requires special skills or expertise, different types require different skills according to the classification of the task field when it is urgent and needed, so that the job not only focused on certain people with limited abilities which can cause the work to not succeed in reaching the completion target according to the time and target completion of the work.

Based on the discussion on organizing the implementation of the curriculum above, there is an inconsistency in planning the implementation of the institutional stage curriculum by structural officials towards organizing teaching tasks at the class stage. Therefore it is necessary to have a consistent attitude for structural officials in making decisions on planning the implementation of the class stage curriculum based on planning the implementation of the institutional stage curriculum, by organizing teaching assignments based on the specialization of *Widyaiswara*'s competencies, so as to help *Widyaiswara* become experts in certain education and training subjects. The proposition that emerges is, if the decision making of structural officials in organizing the implementation of the class stage curriculum is consistent with the planning of

¹¹ George R.Terry, and W.Rue Leslie. *Op.cit.* p.112

¹² Siagian Sondang P.(2014). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara. p.41

curriculum implementation at the institutional stage by assigning teaching assignments according to their competency specialization, it will help *Widyaiswara* to become an expert in certain training courses entrusted to him.

CONCLUSION

Organizing the implementation of the IV education and training curriculum at BPSDM *North Sumatra Province* at the institutional stage is carried out by dividing the roles and duties of the committee in management, correspondence administration, and finance, the functions of which are mutually supporting one another to facilitate the handling of teaching and learning activities of Pim IV training and education on campus and off campus, in activities Self Mastery visitation in government or private agencies, Benchmark to Best Practice in agencies that have the advantage of innovation to connect classroom training with field reality, division of tasks and roles of lecturers in guiding training participants, division of tasks and the role of mentors to provide support and guidance to training participants during Taking ownership/breakthrough I, breakthrough II, in the institution of origin where the assignment is.

Organizing the implementation of the IV education and training curriculum at BPSDM *North Sumatra Province* for the class stage is carried out by dividing the roles of priority teaching assignments to lecturers based on TOF competencies as outlined in the institutional stage planning activities based on the Guidelines for Implementing the LAN RI Curriculum in the Decree of the Head of LAN-RI Number 20 of 2015, but some of the lecturers given teaching assignments not in accordance with TOF competencies.

The learning organization by *Widyaiswara* at the class stage is carried out in the form of an island-shaped learning seating arrangement, a place for learning to stay in a room except for the change project seminar, the room is divided into three classes. At this stage, *Widyaiswara* carried out the learning stages, regulating the use of methods, learning resources, and learning media.

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