Education And Training Management Of Supervisors Leadership To Improve The Quality Performance Implementation Of Change Action In Police Organization

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***Abstract**.*
Forming an ASN figure is not as easy as imagined, especially in the era of globalization as it is today. An ASN is expected to have toughness and professionalism as a state servant and public servant, especially in service to the community. The formation and development of a change leader model in this PKP is certainly not an easy process. The challenges for the education and training organizers include changing the mindset of the PKP participants after the training in implementing change actions within the police organization. The purpose of this study is to find the concept of supervisory leadership training management to improve the performance quality of implementing change actions within the Police organization. The educational theory that is used as the basis for this dissertation is Dewey's educational theory which holds that education is growth, development, life; Edward Sallis's theory of quality is that quality must be implemented in an integrated manner, involving all components of the organization, to continuously improve quality in order to satisfy customers. Management theory George R. Terry divides four basic functions of management, namely planning (planning), organizing (organizing), implementation (actuating) and assessment (evaluating). The method used in this research is descriptive analysis method, with the aim of maintaining the integrity of the subject, the data collected is studied as an integrated whole. Data collection techniques were carried out by (1) Observation, (2) Interview and (3) Documentation. The results of the research show that the management of education and training has been carried out although there is still a need for a better arrangement from time to time and experience in the implementation of training which is certainly sustainable. PKP policies and programs need to be restructured and re-functioned in the post-training monitoring and evaluation section so that they are fully functional in the context of implementing change actions. Implementation will motivate participants to do something if they feel confident that they will be able to, believe that the work will benefit them. Learning assessment conducted for 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.

Keywords: *Education, Training, Performance Quality, Change Action*

I.   INTRODUCTION

Professional state civil apparatus means that in carrying out the duties of the State Civil Apparatus it is always in accordance with applicable laws and regulations, able to apply science and technology that is developing, innovative, placing itself in a neutral position in providing services to the entire community without any differences, except there are special considerations that can be accounted for, for example special/emergency/urgent circumstances.Professionalism can only be achieved if every Civil Servant is willing to continue to learn and practice, so that his knowledge, insight and skills will continue to grow. One of the efforts to improve the professionalism is through education and training as an integral part of the entire career process of a Civil Servant. Education and training, which is one of the most strategic media, is a reliable means to increase the knowledge, skills, and attitudes of employees in accordance with the needs of the job or position. This understanding is confirmed by the notion of education based on Law No. 20 of 2003 concerning the National Education System [1] which explains that: Education is a conscious, planned effort

to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, and self-control strengths. , personality, intelligence, noble character and skills needed by himself, society, nation and state.Based on Article 52 paragraph (2) letter b of Government Regulation Number 11 of 2017 concerning Management of Civil Servants [2], supervisory officials must have the competence to ensure job accountability for controlling all implementation activities carried out by implementing officials according to standard operating procedures.

To develop the competence of supervisory officers in order to meet managerial competency standards for supervisory positions, it can be realized through supervisory leadership training which is a form of structural supervisory leadership training as mandated under the provisions of Article 217 paragraph (5) Government Regulation Number 11 of 2017 concerning Management [2].Through Supervisory Leadership Training, participants are expected to have managerial competence in supervisory positions and government competence as supervisors as stipulated in the Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 38 of 2017 [3] concerning Competency Standards for State Civil Apparatus Positions and Regulation of the Minister of Home Affairs Number 108 of 2017 concerning Competence Government. By mastering these competencies in an integrated manner, it is expected to be able to realize a performing leadership figure obtained through Supervisory Leadership Training which is indicated by the following abilities: building character and attitude of Pancasila leadership behavior with integrity, upholding bureaucratic ethics, and being responsible for controlling public services in the unit. its organization as a form of Pancasila leadership behavior and state defense; and actualize service leadership and work control in accordance with the duties of the State Civil Apparatus by innovating, collaborating, and optimizing all potential internal and external resources in the context of implementing improved performance of public services carried out by implementing officials.One of the Education units that organizes Supervisory Leadership Training is Pusdikmin Lemdiklat Polri, prior to holding Supervisory Leadership Training has received socialization of the Regulation of the State Administration of the Republic of Indonesia Number 15 of 2019 concerning Supervisory Leadership Training through workshop activities [4].

In the training curriculum there are four learning agendas, one of which is the leadership actualization agenda. On this agenda there is a change action training in which assigns students to design, implement and develop a change action plan and compile reports on the results of change actions. Leadership Training for Supervisors The action plan for changes focuses on improving public services.In the implementation of Supervisory Leadership Training, there are still problems that occur, including: at the planning stage, at this stage the screening of students who organize the training is not involved, so that there are training participants who do not meet health standards in following the implementation of the training, the participants are obliged to carry out the training in any condition. At the organizing stage, this stage in the preparation of subject matter has been determined from the center and must be carried out by the organizers of the Supervisory Leadership Training. At the implementation stage, this stage in the classical learning process has not yet fully implemented the expected learning process in involving the abilities of the Supervisory Leadership Training participants.Forming the figure of the State Civil Apparatus is not as easy as imagined, especially in the era of globalization as it is today. A State Civil Apparatus is expected to have toughness and professionalism as a state servant and public servant, especially in service to the community. The formation and development of a change leader model in this Supervisory Leadership Training is certainly not an easy process. The challenges for the education and training organizers include changing the mindset of the post-training Supervisor Leadership Training participants in implementing change actions within the police organization. Mind set changes are made because of the different learning models compared to the old pattern. Therefore, the education and training organization must understand all the training participants on this new model of supervisory leadership training.

II.   METHODS

Overall this research was conducted with a qualitative descriptive method. The essence of this research is to observe people or situations in their environment which the researcher then interacts with, trying to understand the conditions in the form of language, their interpretation of the surrounding

environment with the aim of obtaining the necessary information and data. According to Kirk and Miller quoted from Moleong [5], that qualitative research is a particular tradition in social science that fundamentally depends on observing humans in their own area and relating to these people in language and events.The qualitative approach is based on the philosophy of postpositivism which is used to examine the condition of natural objects, (as opposed to an experiment) in this case the researcher is the main key in data collection techniques carried out by triangulation (combined), data analysis is inductive/qualitative and the results of the research more emphasis on the meaning of Sugiyono's generalization [6] . Quoting Sharan B, and Merriam [7], several things about the qualitative approach are:

a. Qualitative research is an approach that functions to find and understand the central phenomenon
b. Qualitative research is interested in understanding how people interpret their experiences
c. Qualitative research aims to achieve an understanding of how people feel in the process of life, give meaning and describe how people interpret their experiences.
d. Qualitative research wants to understand phenomena based on participants' views or internal views (emic perspective) and not the researcher's own views or external views (etic perspective).

The location of this research is the Pusdikmin Lemdiklat Polri. The basis for determining the location of this research is based on several reasons, including:

a. Pusdikmin Lemdiklat Polri is the only educational institution that has received accreditation from LANRI to carry out Supervisor Leadership Training .
b. Pusdikmin Lemdiklat Polri has obtained ISO-9001 in Quality Assurance with Accreditation A.
c. This educational institution is an educational institution that provides education in the field of coaching, especially the development of Polri's HR which applies three elements, namely education, learning and parenting patterns.
d. Pusdikmin Lemdiklat Polri in carrying out education emphasizes personality mental attitudes, high levels of discipline and parenting patterns to improve students' attitudes and behavior.
e. Graduates apply an attitude of discipline and respect in carrying out their duties in the workplace.
f. Every academic year, apart from pre-service education and training for the National Police, Supervisor Leadership Training is attended from other agencies and departments to send participants to be educated at the Pusdikmin Lemdiklat Polri.
g. The Pusdikmin Lemdiklat Polri is able to maintain and even improve the quality of education and training implementation services by providing educational services to students as set out in standard operating procedures (SOPs).

Processing Techniques At this stage the data collected was obtained from various data collection techniques (in-depth interviews, documentation studies and observations) written in field notes separately for each method. These records are then compiled in a data collection system, each of which will be assigned a separate code. The steps used to analyze the data, the research was carried out as follows:

• Data reduction

Data reduction is a form of analysis that sharpens, directs, classifies, discards unnecessary, organizes data in such a way as to obtain a final conclusion. Data reduction can be interpreted as a process of selecting, focusing on simplifying, abstracting and transforming rough data that emerges from field notes. Data reduction was carried out continuously during the research, even before the data was actually collected, anticipation of a reduction in data had been collected, this was seen when deciding the conceptual framework, research area, research problems and finding data collection methods. During the data collection, there will be a reduction stage, and then make a summary, explore themes, make clusters and write memos. This process continues until after data collection in the field, even at the end of making the report until it is fully compiled.

• Data Display

Presentation of data in this study is intended to find a meaning from the data that has been obtained. The data is then arranged systematically from complex information into simple yet selective data. This agrees with what was stated by Miles and Huberman [8] who argued that: "data presentation is intended to find meaningful patterns and provide the possibility of drawing conclusions and taking action". The data

obtained from the results of this study can be in the form of words, sentences or paragraphs. The presentation of data in this study is in the form of narrative text, although it is not practical, but it would be better if it is supported by data presented in the form of matrices, graphs, networks and charts.

• Drawing conclusions and verification

The third stage in data analysis activities is drawing conclusions and verification. The analysis carried out during data collection and after data collection is used to draw conclusions, so as to find patterns about the events that occurred. Since data collection, the author has tried to find the meaning or meaning of the symbols, noting the regularity of patterns, explanations, and causal paths that occur. From this activity, conclusions that are still open are drawn, but then go to specific or detailed ones and finally, it is hoped that final data can be obtained.

III.   RESULTS AND DISCUSSION

In this section, a discussion of research findings regarding the Management of the Implementation of PKP Education and Training will be carried out to improve the quality of the Change Action performance within the Police with the following description:

Supervisor Leadership Training Planning.

Pusdikmin Lemdiklat Polri is planning the implementation of Supervisor Leadership Training for PNS Polri. Planning means thinking carefully in advance about goals and actions based on some method, plan or logic and not based on feelings. The plan directs the organization's goals and establishes the best procedures for achieving them. Stoner [9] suggests planning guidelines for the organization, namely; Sharper in achieving organizational goals, the plan is a guideline for (1). Organizations to obtain and use the necessary resources to achieve goals (2). Members of the organization carry out activities that are consistent with the goals and procedures that have been set (3). Monitor and measure progress towards achieving goals, so that corrective action can be taken when progress is unsatisfactory.Furthermore, E. Dudi Darmawan [10] stated: "Planning is deciding in advance what to do, who has to do it, when it is carried out, how to carry it out. It is said that planning is the bridge between "where we are" where we are going. Supervisor Leadership Training education and training carried out at the National Police Education Institutions Administrative Education Center is one of the Police Education Institute's activity programs carried out by the National Police Education Institutions Administrative Education Center starting with careful planning.The Supervisor Leadership Training program organized by the Pusdikmin Lemdiklat Polri begins with needs identification activities, with the aim of obtaining information about human resource needs that can be developed in organizational work units.

What knowledge, abilities or skills are needed by local work units that can support the potential of the organization, so that with the existing knowledge and skills in each work unit, they can develop themselves personally to get better career opportunities. Good planning in the context of empowering human resources to increase change actions in improving public services in their respective organizations. Planning is basically a decision making about things to be done in the future.After identifying the needs, then proceed with designing Supervisor Leadership Training activities. Activity design is basically an activity carried out to make a plan into a real action in the implementation of activities. Planning is part of an educational program management that really needs to be considered at all to be carried out properly, good planning will facilitate the achievement of organizational goals. Based on the results of the research, the Pusdikmin Lemdiklat Polri in carrying out Supervisor Leadership Training activities carried out planning through several activities. For Supervisor Leadership Training , the activities carried out include a) cooperation with work partners or related agencies, b) setting goals and curriculum, c) determining places and learning facilities, d) determining educators or widyaiswara, e) preparing teaching materials, f) determining learners. The stages of planning are generally carried out several activities including:

a. Cooperation with partners or agencies related to the partnership network is something that needs to be done in the implementation of education so that the results of Supervisor Leadership Training are in accordance with the predetermined goals. Partnerships can be carried out in the aspect of sending students to

take part in Supervisor Leadership Education and Training which is carried out by the Administrative Education Center of the National Police Education Institute.

b. The Supervisor Leadership Training program organized by the Pusdikmin Lemdiklat Polri begins with needs identification activities, with the aim of obtaining information about human resource needs that can be developed in organizational work units. What knowledge, abilities or skills are needed by local work units that can support the potential of the organization, so that with the existing knowledge and skills in each work unit, they can develop themselves personally to get better career opportunities. Good planning in the context of empowering human resources to increase change actions in improving public services in their respective organizations. Planning is basically a decision making about things to be done in the future.

c. After identifying the needs, then proceed with designing Supervisor Leadership Training activities. Activity design is basically an activity carried out to make a plan into a real action in the implementation of activities. Planning is part of an educational program management that really needs to be considered at all to be carried out properly, good planning will facilitate the achievement of organizational goals. Based on the results of the research, the Pusdikmin Lemdiklat Polri in carrying out Supervisor Leadership Training activities carried out planning through several activities. For Supervisor Leadership Training , the activities carried out include a) cooperation with work partners or related agencies, b) setting goals and curriculum, c) determining places and learning facilities, d) determining educators or widyaiswara, e) preparing teaching materials, f) determining learners. The stages of planning are generally carried out several activities including:

d. Determination of educators or Widyaiswara

The selection or determination of educators or widyaiswara conducted by the organizers is considered very appropriate, because by choosing them, many advantages can be obtained to support the smooth learning process. These advantages include:

1) Educators or widyaiswara are people who master techniques in the delivery of Supervisor Leadership Training material, not only theory but practice and experience. With competencies like this, the process of mastering skills by students can run faster and in depth.

2) Educators or widyaiswaras are people who are experienced in their respective field of education and training. This existence will have a good impact on activities, in the learning process, educators or widyaiswara not only provide theory but provide learning how to implement these skills in their respective task units.

e. Preparation of study materials

Learning facilities include simple learning materials, tools, tools, or equipment that function to facilitate an effective and efficient learning interaction process in order to achieve learning objectives. The learning facilities provided for Supervisor Leadership Training students' learning activities include writing instruments for students, wifi, LMS (Sipolin), LAB, innovation room, study bags, learning materials in the form of modules compiled from LANRI, teaching staff or learning facilities. widyaiswara. With this fairly complete learning facility, it affects the learning motivation of students and educators or widyaiswara which in the end the mastery of learning material by students, especially material about Supervisor Leadership Training material to be maximized.

f. Socialization of the Supervisor Leadership Training program

The socialization of this education program aims to inform the relevant agencies, the department as a partner of the Educational Center for the Administration of the National Police Educational Institution will hold Prajabatan Diklat. The socialization of Supervisor Leadership Training at the Pusdikmin Lemdiklat Polri in the implementation of socialization uses notification letters and the use of websites that are already available. This shows that the institution has implemented a partnership network to support the success of the Supervisor Leadership Training program that will be implemented.

g. Supervisor Leadership Training Program Students

Prospective students of the Supervisor Leadership Training program are carried out at the Pusdikmin Lemdiklat Polri there are certain requirements including, passing the selection at the Regional Government and Central Committee levels, physically and mentally healthy from an authorized doctor, not pregnant or breastfeeding for female participants, appointed from the agency and have good rating from the agency. After the participants are in the Educational Institution, the steps taken are as follows; 1) prospective students must first fill out a registration form containing biodata of prospective students, 2) carry out an initial health test as a check on the condition of students before conducting pre-service training, 3) division of classes or members, and 4) placement of students' rooms or plates. The implementation of student admissions carried out by the Supervisor Leadership Training organizers is in accordance with the proper procedures, meaning that the steps taken are starting from filling in biodata, having an initial medical test to placing participants in their respective plates or rooms.

Organizing Supervisor Leadership Education and Training.

The organization of Supervisor Leadership Training aims to establish a synergistic relationship so that training activities are carried out properly, so organizing needs to be done, where in the organization there is a division of roles or actors to make Supervisor Leadership Training activities successful in accordance with the plan, the organization is realized in the form of an organizational structure that involves various components within the organization that concerned. Sudjana [11] expresses an understanding of organizing as follows: "Organizing is an activity to serve the process of activities to achieve the goals that have been set. This means that in organizing, namely the ability and assigning professional and appropriate people according to their level and abilities. Usman [12] "Organization is a group of people who work together to achieve organizational goals", where the function of the organization according to Solihin [13] is "to divide the work to the executor of the task and develop a structure of relations between the executor of the task so that the task can be carried out. ". The division of tasks and work is carried out by considering the competence of the implementer and the carrying capacity of the organization. The organizing stage in the implementation of Supervisor Leadership education and training carried out by the Pusikmin Polri Lemdiklat is to clarify who and what to do so that the implementation of Supervisor Leadership Training runs smoothly in accordance with their respective main tasks.

Based on the findings in the field, prior to the implementation of the Supervisor Leadership Training , a training readiness meeting was held or known as the Education Operational Degree (Opsdik Degree). In the implementation of the Opsdik title meeting, it was led directly by the Head of the Administrative Education Center of the National Police Education Institute, which was attended by all education personnel at the Administrative Education Center of the National Police Education Institute**.**The Opsdik title is held no later than 5 days before the implementation of the training is carried out in order to determine the readiness for the implementation of the training to be held. The activities that have been carried out by the organizers are in accordance with the notion of organizing according to Terry [14] which is translated by Winardi [15] suggesting that: Organizing is carried out to collect and compile all the resources that have been formulated in planning, especially human resources so that achievement activities the goals that have been set can be implemented effectively and efficiently. From the above understanding it can be concluded that organizing is the realization of an organization that can carry out work tasks in accordance with the activities set out in the plan to achieve predetermined goals.Based on the foregoing, in the implementation of Supervisor Leadership Training which was carried out at the Administrative Education Center of the National Police Education Institute, that a leader must have the skills, integrity, and ability and willingness to optimize all components of the training, especially human resources and other resources to achieve organizational goals.

One of the principles of organizing is the division of tasks into various elements of the organization, in other words effective organizing is dividing up and structuring tasks into sub-sub or organizational components proportionally. To carry out the activities properly, the organizing committee coordinates with all parties involved, including work partners or related agencies as well as educators or widyaiswara so that it will become a reference for future Supervisor Leadership Training activities. If later there are deviations in the implementation it will be easy to know and can be corrected in a very short time.This Supervisor

Leadership Training policy was born through the Regulation of the Head of the RI LAN Number 13 of 2013 [16] and the Regulation of the Head of the RI LAN Number 20 of 2015 [17] as well as the LAN Regulation regarding the guidelines for the implementation of education and training, where the birth of this policy was to meet the demands of leadership competence which could no longer be met by the Diklatpim administration system. IV Old Pattern. The system of implementing the old pattern only focuses on providing knowledge so that leadership values and competencies are not applied directly in the direct experience-based learning process. For this reason, an innovative Supervisor Leadership Training is needed, namely the implementation of training that applies classical learning with an on and off campus system so as to enable participants to be able to train and apply the ability to lead change directly through change action project activities at the Leadership Laboratory stage.

The Supervisor Leadership Training carried out is the impact of the Industrial Revolution 4.0 that is developing today [18]The Industrial Revolution 4.0 that is currently taking place will bring many changes to the management management sector, including internal government. The reason is, everything will be based on information technology (IT), so it will also have an impact on changes in leadership styles that are suitable for a team and government. In order to improve the quality of leadership management of government institutions, the Supervisor Leadership Training program is very much needed for structural officials both within the Police and ASN in other government institutions. This is intended to support increasing the capacity of the bureaucratic apparatus, so that they are able to adapt to the complexity of society's demands and the development of information technology. The trend of digitization, automation, and the increasing use of Information and Communication Technology (ICT) has been envisioned as the main concept of the Industrial Revolution (IR) 4.0 [19]. Meanwhile, the principles of organizing Supervisor Leadership Training are as follows:

1. The goals of the organization must be clear.
2. The flow of power from the leadership to the party being led.
3. Clear responsibilities between the party being led and the party leading.
4. The responsibilities and authorities of each implementing unit or staff must be formulated in writing and clearly.
5. There is a clear division of tasks between sections.
6. This task, which is the main task, must be separated from the duties of the supporting staff.
7. Implementing leaders or coordinated staff should be limited in type of position and number of people.
8. Organization should be simple.
9. In the organization there must be a guarantee of security, peace and creativity
10. Organization is a vehicle for achieving goals through the implementation of tasks and high humanitarian relations displayed by all parties involved in the organization.

The formulation of Supervisor Leadership Training objectives should be based on predetermined training needs, the formulation of objectives in the form of a description of the expected behavior and under certain conditions. This statement of objectives will become a performance standard that must be realized as well as a tool to measure the level of success of the training program. So, the objectives and benefits of training are essentially a manifestation of training activities. In training, in principle, there are learning process activities, both theoretical and practical, aimed at improving and developing academic, social and personal competencies or abilities in the field of knowledge, skills and attitudes, as well as being beneficial for employees/trainees in improving performance on tasks/jobs that are their responsibility. .

Implementation of Supervisor Leadership Training

Implementation according to George R. Terry in Winardi [15], implementation is 'an effort to move group members in such a way that they are willing and trying to achieve the goals concerned', by members of the members wanting to achieve those goals. . Meanwhile, according to Mutohar [20] implementation (actuating) "is an effort to make planning a reality with various directions and motivations", so that each employee can carry out activities optimally in accordance with their roles, duties and responsibilities [19].

states that education and training must be oriented to the needs of the organization which consists of the following stages:

1) Study of organizational problems in achieving goals
2) Analysis of training needs consisting of organizational analysis, job analysis, and individual quality analysis of employees.
3) The design of the training program which includes the type of training, the objectives to be achieved, the material being taught, the methods used, the qualifications of the participants, the qualifications of the teachers, and the time required.
4) Implementation of training which includes pre-test, implementation, post-test and action commitment.
5) Implementation of the results of the training in the work unit which is assessed by the leadership element.
6) Monitoring and consultation (applied assistance) carried out by officers appointed by the leadership.
7) Assessment carried out comprehensively by determining the success criteria which includes the perceptions of training participants, changes in attitudes, work behavior, and performance.

Supervisor Leadership Training for leaders that has been carried out by Pusdikmin, as part of developing the quality of human resources (in job training) in order to create a bureaucratic leader who has high ability to describe the vision and mission of the organization and lead the implementation of activities well, running smoothly and in accordance with expectations. all parties. The implementation of Police Education will lead to the development of the National Police Education Institute as a center of excellence, which needs to lead to the following:

a. The education system must be able to produce human resources or personnel who are professional, moral, modern and superior, namely being able to form members of the National Police / National Police Civil Servants who have high competence, and high personality and spirit.
b. The National Police education system must be able to become a center of reference or reference if problems occur within the organization. Educational institutions must have a lot of literature or knowledge that can be used as references in running the organization, including conducting up-to-date research in accordance with their fields.
c. Every educational institution must have superior performance standards (key performance indicators or KPIs). All work targets are made as high as possible and there is no tolerance.
d. The education system must have superior work processes. This work process is standard software and is adhered to together as a work reference standard, fosters great teamwork, and has a comprehensive planning, evaluation and control process.
e. The education system must be manned by superior people. This means that educators and education staff must be developed in every educational institution, so as to achieve certain standards of excellence. To get superior educators and education personnel, a career development system and an appropriate reward system are needed.
f. Every educational institution must have a superior organizational culture, that is, there should not be a lot of anxiety, conflict, and so on so that they are able to think clearly, impartially, objectively, and always try to find new breakthroughs for the good of the Polri organization.

Furthermore, Suradji [21] suggests an understanding of Supervisor Leadership Education and Training, namely, "an education given to civil servants with the aim that they can be skilled in carrying out the tasks entrusted to them". Based on this opinion, the organizers of Supervisor Leadership Education and Training prepare students to master the knowledge and skills needed in their place of work. In the learning process the organizers provide learning with a comparison between theory and practice: 30% theory and 70% practice. Supervisor Leadership Training activities are carried out for 36 days on campus and 60 days off campus for Supervisor Leadership Training carried out in accordance with the applicable curriculum. The implementation of the learning process starts from 7.30 WIB until 18.15 WIB according to the predetermined lesson schedule. Sometimes learning is carried out at night from 19.30 WIB to 20.30 WIB, if needed. The method used by educators or widyaiswara in carrying out Supervisor Leadership Training learning is more using the question and answer method, and practice. (andragogic)

In addition, the learning process carried out in the context of debriefing students in this Supervisor Leadership Training takes into account the principles of adult education, namely: 1) program participants are considered as people who have knowledge and experience, they are not considered as empty barrels. Therefore they must be given the opportunity to provide opinions, feedback and others in the learning process, and; 2) learning topics, both technical and non-technical, are directed to something that is considered useful for them, because adults will want to learn if what they learn is directly beneficial for them. This can be realized by explaining the material that departs from the questions posed by students. The Supervisor Leadership Training learning process that maximizes practical learning or discussion rather than theory is the application of one of the characteristics of empowerment, namely the which encourage Self Relience method, where according to Kindervatter the methods and techniques used in non-formal education must be chosen that really allow the participants or participants students are maximally involved in learning activities.

The PKP pattern is pursued through classical and non-classical routes, the classical pattern is a learning process that is carried out face-to-face in the classroom. The classical pattern is carried out with the following conditions: participants are boarding; Participants were given supporting activities in the form of activities to increase physical fitness. While the non-classical pattern is a learning process carried out through e-learning, workplace guidance, and/or other methods in accordance with the provisions of the legislation. The Learning Agenda to achieve servant leadership competence is carried out through 4 (four) learning agendas, which include : a) The agenda of Pancasila leadership and state defense; b) the ministry leadership agenda; c) work control agenda; d) leadership actualization agenda and program orientation agenda added to provide general understanding related to PKP implementation policies. The training agenda is held for 830 (eight hundred and thirty) JP or equivalent to 96 (ninety six) days with the following details: a). For 290 (two hundred and ninety) jp which can be carried out for 36 (thirty six) days of training at the Education and Training Campus; b). For 540 (five hundred and forty) jp which is carried out in a minimum of 60 (sixty) calendar days at the participant's home work unit.

Supervisor Leadership Education and Training Assessment.

The final stage of management is assessment or evaluation, in this process how monitoring must be carried out in implementing the chosen strategy whether there are deviations or gaps. The main objective is to ensure that policies and plans have been implemented or not, then an evaluation is carried out as a final step to compare whether the results achieved are in accordance with predetermined standards or not in accordance with the goals outlined by the organization. An activity that is no less important than the management of education and training is the evaluation of education and training. Nanang Fattah [22] suggests the purpose of the evaluation is; 1). To provide a basis for consideration of the end of a period of work, what has been achieved, what has not been achieved, and what needs special attention; 2). To ensure an effective and efficient way of working that brings the organization to the users of educational resources (human/labor, facilities/infrastructure, cost) in an economically efficient manner; 3). To obtain facts about difficulties, obstacles, deviations seen from certain aspects such as the annual program, learning progress.

Assessment of Supervisor Leadership Training participants is carried out to evaluate the achievement of service leadership competencies. Evaluation of Participants consists of 5 (five) assessment aspects, namely: Substance Evaluation; Evaluation of Public Service Field Studies, Evaluation of Actions for Changes in Public Service Performance; and Evaluation of Behavioral Attitudes, and Final Evaluation of Participants. Assessment of the substance of training learning holistically through structured testing in the form of written exams which are carried out directly (offline) and/or online for 3 (three) JP. In relation to educational assessment (evaluation) according to Ralph Tyler that evaluation is very close relation to supervision. George R. Terry defines assessment means determining what has been done. It means evaluating work performance and if necessary, implementing corrective actions so that work results are in accordance with plans. Schermerhorn defines supervision as a process in determining work measures and taking actions that can support the achievement of expected results in accordance with predetermined performance. Evaluation is an activity that seeks to control so that implementation can go according to plan

and ensure whether the objectives are achieved. If there is a deviation, where is the deviation and what actions are needed to overcome it.

In the Supervisor Leadership Education and Training activities carried out by the Administrative Education Center of the National Police Education Institute, that the evaluation was carried out on two parties, namely the evaluation carried out to students and the evaluation carried out to the education and training providers. For the evaluation of learning carried out for students, it is a stage to measure the ability of students as input in making decisions in particular, the evaluation of learning carried out aims to:

a. Measuring the extent to which an educator or widyaiswara achieves success in delivering subject matter
b. Knowing the extent to which students understand the material that has been taught
c. Knowing the cognitive, affective and psychomotor development of students
d. Knowing the extent of the success of the learning process that has been completed
e. Knowing the next steps to take
f. Measuring the success and achievement of the target material that should be taught to students

Evaluations carried out by educators or widyaiswara as well as organizers for students are always guided by SAP or learning design as a reference for all learning processes. The aspects that are evaluated in learning include:

a. The presence and activity of students in the learning process
b. The results of the tests carried out
c. Cognitive, affective and psychomotor learners
d. Discipline of students, and
e. Social skills of students, in interacting and communicating in the learning room.

For the implementation of evaluation by educators or widyaiswara, it is carried out every time the subject is finished, the aim is to make it easier for educators or widyaiswara to know the level of understanding of students on the material being taught, besides that with the results of the evaluation it can be determined the next steps that must be taken after conducting the evaluation. In this evaluation, educators or widyaiswara also document the evaluation results and include them in a special book or assessment form that has been provided to record the scores achieved by students after undergoing tests/exams. As for the tools or instruments commonly used by educators or widyaiswara, there are several forms, including oral form, list of questions, question sheets and answer sheets, practice and questions and answers while the learning process is ongoing.

Knowledge or cognitive, namely the ability with regard to knowledge, reasoning, or thought, consists of categories of knowledge, understanding, application, analysis, synthesis and evaluation of the material. Changes in attitude or affective, namely the ability to prioritize feelings, emotions and different reactions with reasoning consisting of categories of acceptance, participation, assessment/determination of attitudes, organization and formation of life patterns, in the form of: 1) increased motivation to try to learn more deeply regarding skills, by taking the time and energy 2) being responsible for carrying out tasks both individually and in groups, 3) being able to overcome problems that arise in the development and improvement of the skills already possessed, 4) the courage to ask and answer and express ideas or opinions regarding theory and practice, 5) discuss solving problems encountered.

Assessment of attitudes towards students is carried out by assistant officers or Patuns using the observation method of students' attitudes and behavior every day. The mental assessment of personality or attitudes and behavior has a fairly high presentation weight, namely 60% compared to the academic assessment which has a weight of 40%. This is due to the fact that Supervisor Leadership Training is a form of education for prospective civil servants to become civil servants expected by the community. Evaluations carried out by students on the organizers relating to educators or widyaiswara how educators or widyaiswara deliver material in accordance with the curriculum that has been prepared previously, the facilities and infrastructure provided by the organizers or other aspects related to the implementation of activities.

For creative leaders to develop their institutions because leaders will be more free to explore their vision without being limited by operational guidelines and technical guidelines which for certain things can

limit creativity. According to Widdah and Suryana, [23] namely leadership that is able to transform and motivate its followers by; (a) make them more aware of the importance of the results of a job, (b) encourage them to place more importance on the organization or team than their own interests and (c) activate their needs at a higher level.

Problems and obstacles in the management of Supervisor Leadership Education and Training.

There are people who feel disappointed with the government's inability to overcome various social problems. The work behavior of civil servants is lazy, unprofessional, irresponsible, overlapping government administration, and convoluted and unclear work procedures. This reality encourages the need for bureaucratic reform, especially related to reforming the work culture of the apparatus, in order to realize a professional apparatus in providing excellent service to the public. Rewansyah [24] suggests that the cultural values of the apparatus must reflect at least the following behaviors:

1) Commitment and consistency: vision, mission and goals of the organization
2) Authority and responsibility;
3) Sincerity and honesty;
4) Integrity and professionalism;
5) Creativity and sensitivity;
6) Leadership and example.

Referring to the article, the position of ASN employees as apparatus has the main responsibility to provide services to the community. The apparatus works for the welfare and satisfaction of the community. In this regard, the government has developed a public service reform program, which is oriented towards fair and quality services. There are two service paradigms provided by the apparatus, namely referring to the provisions of laws and regulations and referring to the needs of the community. The first paradigm-based service, which refers to statutory provisions, must be carried out in accordance with the Standard Operating Procedure (SOP) as outlined in the regulation.

The second paradigm-based service, which refers to the needs of the community, must be carried out according to the demands of the community's needs. The apparatus is obliged to receive, listen to, and appreciate the aspirations, complaints and/or complaints submitted by the public. For this reason, the government needs to establish a clear and transparent channel for conveying aspirations, so that the public really understands the path that must be followed. In the end, the community will get a real answer and/or follow-up from the government within a clear timeframe. In this case, the government can open a dialogue forum with the community to reach an agreement, or open a reciprocal communication channel based on honesty in order to create public trust in the government.

Quality public services are not only borne by the government but also all elements contained in the service system. Osborne and Plastrik [25] say that "the government needs to implement a customer strategy by shifting part of the responsibility to the customer". This strategy gives customers choices about institutions that provide services and sets customer service standards. Creating accountability to customers is increasingly putting pressure on government institutions to improve their productivity, not just managing resources. The low competence of human resources, especially in leadership competence, which has an impact on the performance of public services is generally caused by the lack of attention to the development of leadership capacity and career patterns of officials. The government tends to take instant steps by choosing to place officials from the Central Government to fill structural positions. This can be seen from the inauguration of structural officials from vertical, functional and academic institutions. The lack of commitment and motivation of the apparatus above is in line with the results of the descriptive analysis of respondents' answers to research questionnaires whose question items have low scores, namely the question item about "The need for commitment to completing tasks as Widyaiswara, Coach, Mentor and Counselor in the implementation of Supervisor Leadership Training ".

The results of the low score on this item indicate that the Widyaiswara, Coach, Mentor and Counselor as elements of the implementation of the Supervisor Leadership Training policy are considered by respondents to be less committed to completing their duties. This affects the attitudes and behavior of implementers who tend to be passive in the education and training policy implementation process. The

implementor's efforts are only to fulfill the provisions in the regulations and are not process-oriented, as a result, it has an impact on the less than optimal implementation of the Supervisor Leadership education and training policies in the context of increasing the leadership competence of supervisory officials.Solusi manajeman Supervisor Leadership Training.The increase in commitment and motivation of this apparatus needs more attention, considering that the implementation of Supervisor Leadership Training will not be effective if it is not supported by the commitment and motivation of all parties in the policy environment without exception. This is as stated by Vining & Weimer [26] in Sujana [11] that there are three major groups that can influence the successful implementation of a program, namely: '(1) Policy logic; (2) The environment in which the policy operates; and (3) the ability, motivation, and commitment of policy implementers'. In line with the opinion of Weimer and Vinning above, Conner (1993) in [27] argues that the success of achieving goals is rooted in commitment, because in reality most failures in achieving goals can be traced back to a lack of commitment.

Based on the discussion above, it is understood that in the context of the effectiveness of the implementation of the PKP education and training policies, apart from being determined by aspects of the mentality, system, and networking approach, two aspects are also determined, namely: (1) Aspects of implementor commitment; and (2) the motivational aspect of the implementer. Thus, to further increase the effectiveness of the implementation of this policy, the Pusdikmin Lemdiklat Porli needs to increase the commitment and motivation of the Supervisor Leadership education and training policy implementers.An education and training is said to be of quality if it is supported by all elements of quality education, both the education and training institutions, teachers/widyaiswara, and professional organizers, the curriculum is in accordance with the objectives of the training and is supported by adequate facilities and infrastructure Notoatmodjo, [28]. The effectiveness of a training program in achieving organizational goals, depends on the content or method of training, selection of trainers, employee attitudes, participant motivation and learning (Wang & Dwery in Rashid, 2010). Meanwhile, if examined from the side of the process approach, the training process is effective when the components of the training are related and coordinated in a healthy manner and there is motivation and enthusiasm of the employees in carrying out organizational activities. Actualization of the basic values of quality commitment in carrying out the duties of the apparatus will encourage the creation of a superior work climate or culture that can foster courage to display creativity and innovation. Thus, the shift in work orientation is expected to motivate the apparatus to change behavior and create a new mindset. Work orientation is not on the obligation to carry out routine activities, but on the spirit of dedication to provide the best service for the community even though they have to face many constraints. Each apparatus is encouraged to have a sense of quality and a high spirit of learning, thus giving rise to the courage to think alternatively, to ask questions and even to have different opinions, for the good and progress of the nation and state.

IV. CONCLUSION

Based on the results of the study, it shows that the planning that has been carried out by the National Police Education and Training Center shows that the planning is made to avoid failure or chaos in the implementation of Supervisor Leadership training activities, so the planning is made in detail. The Supervisor Leadership training 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 Supervisor Leadership training will motivate participants to do something if they feel confident that they will be able to, believe that the work will benefit them. Learning assessment conducted for 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.

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