

Learning Management Training District Integrated Services in Improving Government Services to the Community by the District

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Abstract:- The learning services of integrated district administration applies the management principle oriented to improve the quality of the delivery of public services to the community by the district. This research's purposes were to analyze; (1) learning planning, (2) implementation, (3) learning evaluation. The researchers used interpretive qualitative method to analyze and interpret the implementation of Integrated district administrative services learning management. Data collection techniques are used, such as observation, interview, and 20 learning alumni consisting of 4 sub-district secretaries, 6 sub-district service heads and 10 sub-district staff.

The results of the research are; (1) The orientation of learning management planning is only focus on strengthening the implementation staffs competencies. It has not reached the chief of sub-district yet as trainees; (2) The implementation of learning using the Andragogical learning approach and Lecture method is combined with question and answer session, and simulation; (3) Learning evaluation was carried out using pre-test and post-test on the learning component but no intensive guidance and mentoring was carried out on post-training alumni.

Conclusion: a) learning planning shows that the target learners and training materials are not designed to the sub-district heads or leaders who have important roles in the successful implementation of Integrated district administrative services. b) learning implementation uses the Andragogical learning approach, using the lecture method combined with question and answer, discussion, simulation, c) learning evaluation is done well through pre-test and post-test on all components of learning but no intensive mentoring and controlling which are given to the post-training alumni.

Keywords:- Management, Learning, Public services.

I. INTRODUCTION

According to the Law No. 25 of 2009, Public Service is an activity or series of activities in order to fulfill service needs based on the laws and regulations for every citizen and resident for the goods, services, and administrative services provided by public service providers. Sub-district is one of the providers of public services to the community, while based on the Minister of Home Affairs Regulation No. 4 of 2010 concerning integrated administrative services for sub-districts or Integrated district administrative services, the sub-district gets the authority from the regent or mayor to provide Integrated district administrative services through licensing and non-licensing services.

Public services implementation by the sub-district is considered not satisfying. It has not fulfilled the expectations of the community yet, this is revealed by several studies: the performance of Samarinda Ulu District in the land title deed administration service concluded that the sub-district administrator as a land title deed maker was less trusted by the community. Consequently, the community preferred to purchase land and to do the transactions without being noticed by the sub-district head. (Hakim, 2010); In the performance of permits building licence services, there is discretion factor from service apparatus who are applying the regulations too rigidly without any concessions. Furthermore, there is high dependence of service personnel toward the sub-district head which led to the slow process of service carried out by Lubuk Basung District (Arnold, 2011);

In providing public services by government organizations, the role of the leader determines the success in optimizing the human resources in order to achieve their stated objectives. That is why training is highly needed. It agrees with the opinion of Arghode (2013), he stated that training can improve the performance of an organization leader. The systematic training is a continuous training activity, repeated with planned and regular stages, while positive training policies correlate with organizational performance and professional training has the opportunity to show employee's value to the organization by providing such training. Team management through staff planning and promotion, also management training targets will have a major impact on creating effective teams because management training can improve one's knowledge and skills in improving performance. While all the factors in

training programs include the performance of the trainer, the environment, objectives, content, materials, the training process affects learning outcomes and the benefits of training. (Garcia-Lillo et al, 2013; Brodke, 2013; Chatzoglou, 2012).

Management is a series of activities for planning, decision making, organizing, leadership, and controlling directed at organizational resources to achieve organizational goals effectively and efficiently (Ricky, 2014). Management has some functions, such as planning, organizing, directing, and evaluating. (1) Planning is the stage to think about what will be done using the source provided. Planning is done to determine the overall organizational goals and the best way to achieve those goals, (2) Organizing is the stage which is done by dividing or breaking a large activity down into smaller activities to make the leader easier in supervising the organization, (3) Directing is an action to ensure that all members of the group strive to achieve the goals based on the planning and organizational efforts. In the implementation, organizing and directing are combined into one, (4) Evaluating is the process of monitoring and controlling organizational performance to ensure that the organization works in correspond to the predetermined plan (Gulo. 2010). Learning process is a series of activities that are deliberately made to influence learning. The purpose is to make the learning process can be done easily, while the learning objectives are the achievement which include training participants' changes in behavior or competency after participating in learning activities. According to (Sagala, 2009), learning management can be interpreted as the process of managing which includes planning, organizing, directing and evaluating activities related to the process of teaching the participants using various factors in order to achieve the goal. Therefore, learning management is any effort to regulate the teaching and learning process in order to achieve effective and efficient teaching and learning process.

Based on the background, it is necessary to conduct a research on the implementation of Integrated district administrative services learning management in BPSDMD Central Java with the aim of describing and analyzing; (1) Integrated district administrative services learning management planning in improving sub-district public services, (2) Integrated district administrative services learning management implementation in improving sub-district public services; (3) Integrated district administrative services learning evaluation.

The results of this study are expected to provide theoretical advantages, namely to provide an overview of information related to the operational implementation of integrated administrative services in sub-districts to the community. While the practical advantages for participants are to get additional knowledge and learning experiences that are useful in increasing the insights to provide the best service to the community, for sub-districts to provide better public services, for the government to be a guideline to equip the leaders who will lead the sub-district in order to

construct good government and provide excellent service to the community which is transparent and accountable.

II. RESEARCH METHOD

This research used an interpretative qualitative approach. The study was conducted in BPSDMD Central Java as a government institution which held Integrated district administrative services learning management. The research began with a literature review, observation, compiling interview guides, organizing and analyzing data. Data was obtained through observation, interviews, and documentation. Furthermore, the validity of the data was tested by checking the data cross-linked to the data source (triangulation). Data triangulation is done for data, methods of collecting data, and data sources.

Rresearch desaign uses a qualitative approach and the source of data in this study were from integrated district administrative services learning organizers, and integrated district administrative services learners alumni. There were 20 integrated district administrative services learners alumni consisted of 4 sub-district secretaries, 6 sub-district service heads, and 10 sub-district administration staffs.

III. RESULTS AND DISCUSSION

A. *Integrated district administrative services learning management planning*

Aims to improve the quality of Integrated district administrative services implementation in the sub-district in providing public services to the community with the sub-district staffs as the targets. Thus, the learning materials are oriented to Integrated district administrative services service operationals. In the planning stage, it has not touched the sub-district head or leader yet as a participant in Integrated district administrative services learning. In this case, the sub-district head has a very important role in the successful implementation of Integrated district administrative services. In the Planning stage, there are some regulations that have not been applied yet. One of which is the regulation that requires the instructors' competencies which is proven by a Integrated district administrative services learning "training of trainer" certificate. As a result, the the instructor is able to use the suitable teaching methods, learning media, and learning guides in applying Integrated district administrative services learning. Planning is designed based on regulation and budget. (Majid. 2010) argues that planning in learning or making lesson plan in learning is the process of compiling teaching materials in the use of teaching media, teaching methods, and assessments in a time allocation to achieve a predetermined goal. While the benefits of planning in learning are as follow: (1) By doing careful planning, it can be predicted how successful the learning will be; (2) By doing accurate planning, all possibilities and problems that will arise can be anticipated. The solution to every problem also can be predicted; (3) By doing appropriate planning, learning resources that are suitable to the learning material are obtained; (4) By doing systematic planning, the learning process will be well-directed, well-organized, and effective.

B. *The Integrated district administrative services learning management implementation*

Uses the Andragogical approach, a lecture method combined with question and answer, discussion, simulation, role playing. Teaching methods, media, learning facilities, and infrastructure are quite good but the instructor is less creative in creating an attractive classroom atmosphere. Consequently, the communication process is not optimal. In addition, some instructors pay less attention to the time allocation so that the delivery of material is not well structured. This supports the opinion of (Sagala. 2009) that mentioned the implementation of learning is an activity which has educational value. These educative values give the interactions between instructors and learners more colorful and more interactive. Educative interaction is caused by the implementation of learning that is directed towards achieving certain goals that have been formulated before the implementation of learning begins. In the implementation of teaching learning, the facilitator is required to facilitate the teaching and learning process suitable with the adult approach so that they can communicate effectively.

There are some stimulations toward the learners' motivation in learning as stated in (LAN. 2010): (a) the appearance of instructors who are warm and positive, (b) the learners who know the aims and objectives of the learning process, (c) the availability of facilities, media, learning resources, and learning environments that support learning activities, (d) the principle of full acknowledgement of each learner, (e) the consistency in the of rules and treatments application by the instructor in learning, and (f) the reinforcement in the learning process.

C. *Integrated district administrative services learning management evaluation*

Held by BPSDMD of Central Java was done by pre-test and post-test on all learning components such as learners or participants, material, teaching competencies, and supporting learning facilities. However, intensive monitoring and controlling on post-learning alumni have not been done. Consequently, the learning outcomes are not maximum in its application. This supports the opinion of Arikunto (2011) stated that evaluation determines the level of success or failure of a learning program and the results of evaluation can be used as basic information to determine the follow-up of the program that is being or has been implemented.

IV. CONCLUSION

- A. Integrated district administrative services learning management planning shows that the target learners and training materials are only oriented in the implementation of Integrated district administrative services management. It is not designed to the sub-district heads or leaders who have important roles in the successful implementation of Integrated district administrative services. Integrated district administrative services learning management planning is designed based on the regulation and budget. Integrated district administrative services learning management implementation is well done if it includes: the determination of learners or participants, the provision of material, the competencies of the instructors, the time of implementation, and the supporting facilities of the training.
- B. Integrated district administrative services learning implementation uses the Andragogical learning approach, using the lecture method combined with question and answer, discussion, simulation, and role playing. There is a lack of instructor's competency so he or she cannot function as a facilitator well. He or she cannot facilitate the teaching and learning process using the adult approach to be able to communicate effectively.
- C. Integrated district administrative services learning evaluation is done well through pre-test and post-test on all components of learning but no intensive mentoring and controlling which are given to the post-training alumni. As a result, the learning outcomes are less optimal in its application.

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