

# Education and Training Management in Improving the Competence of Pamong Praja Police in the Human Development Agency of West Java Province

Endjang Naffandy  
Widyaiswara Utama Expert  
Human Resources Development Agency  
West Java province

**Abstract:-** This study aims to obtain a clear picture of the management of education and training of the West Java Provincial Human Resources Development Agency as a center for the development, education and training of apparatuses in increasing the competence of Pamong Praja Police. Method used in this study is analysis using a qualitative approach. Data collection techniques are through observation, interviews, and study documentation. This research activity ended with the preparation of a research report. The overall results of this activity are arranged systematically in the form of Scientific Papers. This research was conducted at the Human Resources Development Agency of West Java Province. The twelve-month study period is from February 2019 to January 2020. The Result showed the implementation of education and training at the West Java Province Human Resources Development Agency which is currently taking place in equipping participants with the skills needed in general shows the existence of excellence. It can be concluded that the management of education and training carried out so far shows an effort to improve participants with minimal ability. Because after an assessment of Pamong Praja Police competency standards, it turns out that the education and training materials provided to participants are in line with the basic competencies that must be mastered by a Pamong Praja Police. However, if it is examined from a management context, the management carried out starting from the preparation of planning, personal organizing, implementation to the supervision of activities there are still a few things that need attention.

**Keyword:-** Education, Training, Competency.

## I. INTRODUCTION

As it is understood that the position and role of education and training is very strategic in improving the quality of employees. The consequence of all this is that if an organization strives to continually develop the knowledge and skills of employees, then it will make a positive contribution to the improved performance of human resources embodied in behavior change towards a better and higher productivity levels. Manulang (1981: 85)

argues that the goals of employee education and training are: 1) So that each trainee can carry out his work more efficiently. 2) So that supervision can be reduced. 3) For followers to practice quickly developing. 4) To stabilize employees or reduce *turnover* rates.

Realize for that the quality of education and training is required, both from the aspect of the program, the organization, system recruitment of participants, the quality of the instructors, curriculum, teaching methods and facilities and infrastructure, which aims to deal with the phenomena that appear as: 1) The existence public dissatisfaction with employee services. 2) The abuse of authority by certain individual employees. 3) The demands of a growing community to get fast service. 3) Education and training are not yet on target, so they tend to be a waste of costs.

The existence of the Civil Service Police Unit (SatPamong Praja Police ) is very important and strategic in maintaining peace and public order in the Region both Province and Regency/City. Law constitution Number 23 Year 2014 concerning the Government 's Regions, Article 255 Paragraph (1) suggests that the municipal police was established to enforce the Rules and Regulations of Regional Head of Region, held a public order and peace, as well as organizing public protection. Article 12 Paragraph (1) letter d states that the administration of peace, public order and community protection is a compulsory Government affair related to Basic Services that must be realized by the Central Government and Regional Governments.

The role of reliable human resources in carrying out the main tasks of the Pamong Praja Police is a crucial factor in achieving the goal of maintaining peace and public order. Therefore Pamong Praja Police as executor in carrying out basic tasks should have adequate competence. Moreover, the condition of peace and public order at this time is generally characterized by the high disorderly behavior in the community in the form of violations of regional regulations and norms of shared life, so that the potential to cause unrest in other members of the community. F deed social require anticipatory measures so as to provide assurance that the regional government can

perform its function optimally and communities can exercise their rights and obligations comfortable. This is in line with the opinion of the expert, Wasistiono (2010: 11), that one of the essential functions of the Regional Government is maintaining public peace and order, in addition to providing basic needs of the community (education, health, employment, public facilities). This function is very important considering its scope on the needs of every individual, so that it becomes part of the power of government including the implementation of regional government to protect, serve, empower and prosper the community. This view is in line with the understanding of M. Ryaas Rasyid (1997: 11), that the main purpose of forming a government is to maintain a system of order in which people can live their lives properly. This review confirms that the tasks of the government from time to time is to create well-being late, security, peace and public order for the citizens of country and defense country.

Related to human resources municipal police, the rules Government Number 16 Year 2018 concerning municipal police, origin 15 Paragraph (1) mandates that: Members of municipal police lifted from civil servants who meet the requirements. Furthermore Article 19 states: 1) Must follow basic education and training. 2) In addition to attending basic education and training as referred to in Paragraph (1), Pamong Praja Police functional officials and civil servant investigative officials (PPNS) must attend and pass technical and functional education and training. 3) The provision of basic, technical and functional education and training is carried out by the ministry that carries out domestic government affairs. 4) Regional Government can facilitate the implementation of education and training referred to in paragraph (3) in coordination with the Minister. 5) Further provisions regarding basic, technical and functional education and training are regulated by Ministerial Regulation.

Observing the above description, it was revealed to the challenges faced by Pamong Praja Police , that changes in the environment is increasingly complex and dynamic present and future come, hence improving the competence of Pamong Praja Police through education and training are the main alternative to address these challenges. For this reason, it is hoped that all components of education and training management can carry out their duties in a professional manner, with high morale, full of responsibility, discipline, and oriented towards improving quality.

In 2018 the West Java Provincial Human Resources Development Agency held education and basic training for the Pamong Praja Police in collaboration with several Regencies/Cities in West Java, and in 2019 organized education and training activities in the framework of implementing the apparatus competency development program which was followed by Pamong Praja Police, it is very interesting to study, given that the goal to be achieved from the education and training is to improve the competence of Pamong Praja Police in accordance with the issues the authors studied.

Based on the background of the above problems, in general the formulation of the problem in this study is how is the management of education and training of the West Java Province Human Resources Development Agency as a center for the development, education and training of the apparatus in increasing the competence of Pamong Praja Police? In general, this study aims to obtain a clear picture of the management of education and training of the West Java Provincial Human Resources Development Agency as a center for the development, education and training of apparatuses in increasing the competence of Pamong Praja Police.

Interest special this study is to investigate, describe, and analyze matters relating to: 1 steps for what to do in the preparation of planning, principles developed in the organization of personal, pattern developed in the implementation, shape supervision conducted, and the impact of the implementation of education and training on increasing Pamong Praja Police competencies.

## II. THEORETICAL FOUNDATION

### A. Management Concept

With regard to the understanding of management, the following are stated by experts. Bahker (Wahjosumidjo, 2000: 32) defines management as the art of getting things done through people. This definition explains that management as an art will emphasize the need for certain attitudes and skills that a manager needs to have. Stoner (Sudjana, 2000: 6) defines "Management is a series of activities to plan, organize, move, control, and develop all efforts in managing and utilizing resources to achieve organizational goals". That definition puts pressure on the process. As a process, management implies: 1) a and a series of cooperative business activities in achieving goals; 2) a series of cooperation means a series of activities in which reflects the activities of planning, organizing, leading and supervising; 3) in the process of activities, the manager is responsible for achieving the goals that have been set in advance.

Management functions according to Morris (Sudjana, 2000: 34) are: a series of reasonable activities that have been determined and have relationships and interdependencies between one and the other carried out by the people, organizations or parts thereof, who are given the task to carry out these activities. The above understanding shows that management functions are in the form of sequential and related activities so that one activity becomes a requirement for other activities. These activities must and can be done by a person and / or group incorporated in an organization. Based on this, the management functions in non-school education consist of planning, organizing, mobilizing, coaching, evaluating and developing.

### ➤ Function Planning

Kauffman (Fattah, 2001: 49) states that "planning is the process of determining the goals or objectives to be achieved and the resources needed to achieve that goal as

efficiently and effectively as possible". From this opinion it appears that planning is essentially an activity to think of a better future, which illustrates the changes, both quantitatively and qualitatively compared to the previous situation or current conditions.

#### ➤ *Organizing Function*

In general, management experts state that organizing is defined as the whole process of grouping people, tools, tasks, and responsibilities or authority in such a way that an organization can be mobilized as a whole in order to achieve predetermined goals. According to Ernest Dale (Winardi, 1986: 58) Organizing is a process that take a step plural, which includes five sequential steps that the job details, division of labor, unification, coordination and monitoring and reorganization.

#### ➤ *The Agitation Function*

George R Terry (Sarwoto, 1978: 87) gives the definition of mobilization as an action to make all group members like to try to achieve goals in accordance with managerial planning and organizational efforts. Noting the above description, in the organization the function of mobilization is carried out by a leader who has the power and ability to influence the behavior of others in carrying out his work. by therefore, good agitation can be achieved by treat worker as a human being, stimulate growth and development, and appreciates the work done well, and seeking justice without favoritism.

#### ➤ *Oversight*

Henry Fayol (Sarwoto, 1978: 96) stated about supervision: ... in every effort, supervision consists of the act of examining whether everything is achieved or goes according to a predetermined plan based on the instructions that have been issued, the principles that have been set. Supervision operates on everything, both objects, humans, and other things ... Based on the above understanding, the supervision is a process to determine what is done, evaluate the implementation and if necessary apply corrective actions such that the implementation is in accordance with the plan.

#### ➤ *Coaching*

Coaching can be interpreted as an effort to maintain and bring something that should happen or maintain the situation as it should. Coaching is done with the intention that the activities or programs that will and are being carried out always according to the plan or not deviate from the planned objectives. Widjaja (1995:165) gives the understanding of coaching coaching is a process or development covering affairs, work begins with establishing, growing, maintaining growth along with efforts to improve, perfect and finally develop it.

With regard to the meaning of out-of-school education, Adikusno (1998:57) provides understanding: Non-school education is every opportunity where there is regular and directed communication outside of school, and a person obtains information on knowledge, training or guidance according to age and life needs with the aim of

increasing the level of skills, attitudes and values that enable him to become an effective and efficient participant in his family and even his community and country. The components that have a functional relationship in out-of-school education are raw input, facility input, environmental input, other input, influence, process and output

#### *B. Education and Training Management Concepts*

Training in the government environment is more popularly called education and training. So the author's intent, training is equated with education programs and training or education and training which is one form of human resource development in order to increase personal abilities, namely the increase in knowledge, skills and expertise needed systematically to be able to work in accordance with the work and tasks carried. The author's statement is in accordance with Nitisemito (1996: 53) which says that: an activity that intends to improve and develop the attitudes, behavior, skills and knowledge of its employees in accordance with the wishes of the company. Thus, the training in question is in a broad sense, not limited to efforts to develop skills solely.

In order to provide effective education and training, we need to carry out the analysis of training needs as a crucial first step in the development of human resources. And for the smooth implementation, training requires management which logically needs to follow the stages as stated by Gaffar (1993:5) that: development of quality human resources in a training that requires management, logically needs to follow the stages including need assessment, formulating goals and objectives, developing programs, compiling action plans, implementing programs, monitoring and supervision, and evaluating programs.

A needs assessment is an identification of the gaps in the results achieved and / or a study of the needs of the organization that serves as information for improvement policies, to improve the quality of the program in the future. After the needs can be identified, the goals and objectives are then formulated in accordance with the expectations that develop in the organization as well as integration with other interests.

#### *C. Pamong Praja Police Competency Concept*

Competence is a combination of knowledge, skills, values and attitudes that are reflected in thinking and acting. In penger tian others, that competence is defined as an ability that is based on the knowledge, skills, and supported by the work attitude and their application to perform a task / job in industry / workplace refers to the requisite performance. Frinch and Crunkilton (1979: 222) define competence as mastery of a task, skills, attitudes and appreciation needed to support success. Thus, competence is a specification of knowledge and skills and applications rather than knowledge and skills that refer to the industry or within the scope of work or industry level based on the assessment standards required in the job. Gordon (Mulyasa, 2002: 38), said several aspects contained in the concept of

competence are knowledge, understanding, skills, values, attitude, and interest.

The six aspects can be explained by the author as follows:

1. Knowledge is the awareness in knowledge, such a Pamong Praja Police know how to identify the circumstances of peace and public order, and how to move and anticipating and handling in order to maintain peace and public order.
2. Understanding, namely the depth of understanding and effectiveness of individuals, for example a Pamong Praja Police who will carry out the implementation of peace and public order must have a good understanding of the characteristics and conditions in the field, in order to carry out tasks effectively and efficiently.
3. Ability is something that is owned by individuals doing the task or work assigned to him. For example the ability of a Pamong Praja Police in the enforcement of Regional Regulations and Regional Head Regulations, the implementation of public order and peace and community protection.
4. Value is one of the standards of behavior that has been believed and psychologically monitored in terms of one's self, for example the standard of behavior in carrying out the task of maintaining peace and public order (honesty, openness, democratic).
5. Attitude that is feeling (happy not happy, like it or not) or a reaction to a stimulus that comes from outside. For example, the reaction to the economic crisis, the feeling of rising wages.
6. Interest is a tendency for someone to carry out an action, for example an interest in learning or doing something.

Opini Fernanda (2006:136) that in an effort to improve the competence and capacity of Pamong Praja Police do steps: a. Pamong Praja Police competency map identification; b. Accredited and certify Pamong Praja Police competencies; and c. Development of the organization of education and training systems for Pamong Praja Police scholarship. Education and training for Pamong Praja Police generally aims to improve the competence and expertise of content, skills and commitment ethics. These three skills and competencies will be able to be realized if the education and training for Pamong Praja Police are truly designed and implemented effectively. Thus, various types of education and technical training and Pamong Praja Police citizenship will have a significant impact and role in the framework of building Pamong Praja Police competencies.

### III. RESEARCH METHODS

Method used in this study is analysis using a qualitative approach. Thus, this study does not intend to test a hypothesis, but rather describe and analyze data so that general trends are found that are used as further study material in this study. In this study, researchers went directly to the field to collect relevant data, then the data

was given meaning, Nasution (1992: 43) argued that "in qualitative research, researchers must directly collect data in real situations. Therefore he must descend himself to the field ". *No entry, no research*. Descriptive research is designed to obtain the status of symptoms at the time of the study. "This research is directed to establish the nature of something at the time this investigation is carried out, to describe what variables or conditions exist in the situation" (Winamo, 1992). Data collection techniques are through observation, interviews, and study documentation. The three data collection techniques above are used in this study to obtain information and it is hoped that the information obtained is complementary. In the collection of data and information needed adjusted to the data collection grid.

The researcher follows the data collection procedure as stated by Nasution (1998:33-34), namely "(1) stages of identification, (2) stages of exploration and (3) stages of member check".

#### ➤ *Orientation Stages*

At the stage of orientation of the main activities aimed to determine the problems that occur in the field. The things done in this interest are:

- Conduct a pre-survey by observing various aspects that occur in the Management of Education and Training in Increasing Pamong Praja Police Competency.
- Selecting a research location to facilitate implementation and find the level of the most important problems interesting to study.
- Develop a research plan as one of the first steps in preparation.
- Determine personnel, assistance from the management of the Human Resources Development Agency of West Java Province or other parties deemed professional.
- Prepare research equipment such as document research guidelines, observations, and interview guidelines.

#### ➤ *Phase an Exploration*

Implementation activities at this stage basically include:

- Observing the documents related to the management of education and training in the meninges kat right competence Pamong Praja Police.
- Observe the implementation of Education and Training Management in Increasing Pamong Praja Police Competency.
- Conduct interviews with research subjects in natural situations this interview activity will end after all the data and information needed is complete. The questions asked are adjusted to the duties and authority of the respondent, in the sense that each question raised does not save g from the respondent's job description.

#### ➤ *Stages of Member Check*

Activity members check do every completed to obtain data and information through observation, interviews, and documentation. Respondents are given the opportunity to reassess the data and information they have provided, whether there is new data or information to be completed or

revise existing data and information. Data were taken from the documentation study conducted audit trail with intention of checking the validity of data in accordance with the original source. Data processing is always carried out triangulation that is checking the truth of the data by comparing the data obtained with other sources.

Processing and data analysis, during data collection, researchers record and make field notes, conduct member checks with the subjects concerned, conduct an audit trail, conduct triangulation to obtain data validity, make revisions in accordance with the research subjects and original sources, provide code to revised field notes for adjustments with the development of the process and the type of data obtained. After the data is collected, the researcher reduces the data by summarizing the field report; record, classify and classify matters relevant to the focus of the study; display data so that the data relationship with one another becomes clear and interrelated to form a unified whole; compare and analyze one data with other data in more depth, draw conclusions, and provide recommendations.

This research activity ended with the preparation of a research report. The overall results of this activity are arranged systematically in the form of Scientific Papers. This research was conducted at the Human Resources Development Agency of West Java Province, located on Jl. Colonel Masturi No. 11 Cipageran Village, North Cimahi District, Cimahi City. The twelve-month study period is from February 2019 to January 2020.

#### IV. RESEARCH RESULTS AND DISCUSSION

##### A. Description of Research Results

###### ➤ *Steps taken in the Compilation of Education Planning and Training for Pamong Praja Police Competency Enhancement*

The planning prepared by the Regional Government of West Java Province is bottom up, in the sense that the plan drawn up is the result of an analysis of the education and training needs of the West Java Provincial Human Resources Development Agency. Based on this, the planning is an initial process that must be carried out before the activity is carried out with the aim of analyzing current conditions and future conditions. Planning is one of the conditions required for every activity. Therefore, the planned program of activities in dealing with the implementation of education and training to increase the competence of Pamong Praja Police must pay attention to opportunities and threats from the external environment, pay attention to internal strengths and weaknesses, and then look for and find strategies and programs to take advantage of the opportunities and strengths that they have., overcoming challenges and weaknesses that exist, in order to achieve the goals set. The making of program activities is carried out by the Head of Sector by involving stakeholders. Then the program was proposed by the Head of Division to the Head of the West Java Province Human Resources Development Agency.

The aspects that are planned to support education and training activities are to choose and determine the administrative substantive namely human resources, learning resources, and supporting facilities. Therefore, the planned aspects are the planning of activities based on the analysis of education needs and training for the planning of the education and training implementing committee, facility planning and operational cost planning. Educational and training materials for education and basic training to improve the competence of Pamong Praja Police are packaged in a different form from the packaging of other educational and training materials. For Pamong Praja Police competency education and training, in addition to education and training that instill knowledge, attitudes and skills that must be possessed by Pamong Praja Police competently also held practices/content mastery competency tests, skills/expertise assignments, and Pamong Praja Police ethics.

Managing staff assigned to manage education and training activities, are appointed and assigned by the Head of the West Java Provincial Human Resources Development Agency through a decree in the form of a letter of assignment signed by the Head of the West Java Provincial Human Resources Development Agency for the lecturers and executive committee both independent activities and in the form of cooperation/consultants. Furthermore, the interview with the coordinator of the organizing committee activities late it was revealed that all the members of the executive committee teaching and learning activities consist of people who have the ability and experience of doing as a facilitator, and an empowerment in improving teaching experience in education and training enhancing the competence of Pamong Praja Police. Based on the data of the back Head of the Agency for Development of Human Resources of West Java province that does put widyaiswara composed of experts and experience, and widyaiswara new that has the potential, dedication and loyalty are high given the chance to implement education and training activities as part of regeneration. The results of the interview with the executive committee coordinator found that the planning of activity facilities was made by the chairman together with the committee members according to the actual needs of each stage of the activity and administrative equipment.

###### ➤ *Principles developed in Organizing Personal Education and Training*

Education and training is an activity that is cross-sectoral and involve multiple parties and in inside of it mechanism and system activity we need an organization. Organization, beta pa however small, is a manifestation of man's ability to work cooperatively. Therefore, the tasks contained in the planning of education and training are divided completely according to the roles of the job holders in the organization. therefore, the principle of placing the person in accordance with his expertise is a principle which is always held in the organization of personal.

➤ *The pattern that developed in Implementing Education and Competency Enhancement Training Pamong Praja Police*

According to interviews with participants of the general of his to say that training is an appropriate vehicle for workers to gain knowledge and experience as a preparation to carry out their functions and roles in service agencies where workers and in the community. Generally the participants understand that holding education existing training intended for the realization of Pamong Praja Police which has various kinds of knowledge, skills and attitude in providing and implementing service. Documentation of study known some knowledge that should be owned by the participants in the training, namely (1) understand the direction of policy and program development in Indonesia; (2) understand the nature and principles of behavior and social environment; (3) comprehend noodles and implement work in the ministry; (4) applying the techniques - techniques and skills in the execution of their duties; (5) use and develop methods of work are creative in the execution of their duties.

There are three things that are used as a reference in formulating education and training in education and training activities to increase the competence of Pamong Praja Police , namely (1) Analysis of education and training needs; (2) Objectives; and (3) h acyl analysis of monitoring and evaluation of program activities. According to interviews with facilitators involved in the activities of education and training to the fore n that a variety of learning methods used are lectures, question and answer, practical exercises, study cases, brainstorming, played roles, and benchmarking. According to information of h acyl interview there are several targets in the evaluation of the educational activities and training, namely (1) the evaluation is intended to measure the ability or effectiveness of the facilitators; (2) the evaluation aimed to determine the level of education and understanding of the participants and (3) evaluation aimed at finding out the effectiveness of organizing education and training activities.

➤ *Monitoring carried out in the form of Pime Frame Education and Competency Enhancement Training Pamong Praja Police.*

Supervision and training carried out by the Head of Agency for Human Resources Development in West Java Province, organizers p Education and training, participant education and training, and facilitator. Monitoring carried out by the Head of the Agency for Human Resources Development in West Java Province, organizers education and training, and facilitator implemented using direct and indirect approaches. The direct approach is done through face to face with both formal and informal such as discussions, meetings, questions and answers. While the indirect approach is done through written reports. Meanwhile other field findings show that the supervision to be guided by the principle of mutual trust, circuit and horizontal, communicative and relief.

➤ *Impact Education and the training against Competence Pamong Praja Police*

Data is available, shows that the ability of Pamong Praja Police in terms of mastery educational materials and training is quite varied. Two factors main cause of differences in mastery of the ability of Pamong Praja Police in terms of mastery of the material and training services, namely (1) the majority of the number of Pamong Praja Police behind education her; (2) there are still a number of Pamong Praja Police who have not met the standards of adequate educational qualifications for a Pamong Praja Police. What is used as a reference for measuring mastery of educational and training materials in general is the specific learning objectives that have been formulated in education and training units. Each formulation of specific learning objectives is made, then carried out the deepening and expansion of the material by referring to manuals and textbooks for education and training. On this basis, the deepening of learning material can be done in stages and relevant to the material being tested in every education and training. In the implementation of education and training activities are difference capabilities possessed by Pamong Praja Police . The difference is caused by the knowledge of the learning process they have, as well as their educational background. While the differences in the ability of the participants due to educational background, experience, talent, motivation, armpit u nan, timing and completeness of facilities.

Efforts that can be done to improve the control of the management of a program of learning to teach is by understanding and deepening of the units of the education and training or education and training plans eyes were a right delivered. In a sense it specifically allocates time to make understanding and deepening in each unit of education and training a day before the learning process is implemented. Through the efforts of the mastery in the management of education and training can be carried out in accordance with the target or at least close to the target as planned. In view of eyes of education and training materials, the ability possessed by par a Pamong Praja Police in improving control of implementation of education and training is a way to increase control over the eyes of education and training materials were delivered. Through these efforts, the implementation of education and training when the Pamong Praja Police has had picture that sistemalis and comprehensively about the course of education and the training that has been planned. Based on observations revealed that the execution of duties as Pamong Praja Police must be supported by a sense of pride to be a task that is entrusted to him. Pamong Praja Police should be proud of, no matter how kind of diverse challenges and obstacles encountered in the implementation, must remain steadfast and mindful that its work implemented with full devotion.

## B. Discussion of Research Results

### ➤ *Steps taken in the Compilation of Education Planning and Training for Pamong Praja Police Competency Enhancement.*

In the management process, planning is the first aspect that must be implemented. Therefore, planning is a series of preparations for the preparation of various decisions that will be carried out in the future in order to achieve the goals that have been determined. The aim here is the organizational goal. This is in line with the concepts put forward by Gaffar (1987: 14), Suharsimi (1988: 36), and Nawawi (1992: 16), that is "in the process of drafting the plan to fit the aspects of the preparation plan activities, establish an executive committee, determine facilities and set costs ". The planned aspects of supporting education and training activities pay attention to the substantive elements of administration which include planning activities, forming an implementing committee, planning facilities and planning costs, and analyzing environmental conditions.

From the point of view of the preparation of education and training activity plans, it appears that planned education and training activities have a very important role in management, because this can be used as a guideline for the implementation of activities and aids in supervision. To measure the effectiveness of preparing an activity plan a theoretical comparison is used proposed by Abella (1987) and Dharma (1998) that "A complete plan for elaborating needs includes a description of the background, objectives, planned activities, types and sources of information, collection and analysis techniques. information, implementation time, costs, implementing organization and reporting". Managing education and training activities has a large influence on the success of education and training activities. Therefore it needs to be planned carefully. From this angle it appears that the formation of the implementing committee includes the person in charge, the managing coordinator, resource persons, the analysis team and the secretariat. With the procurement of widyaiswara as the executive committee, they have high capability, experience, dedication and loyalty to their work.

The results of the study are in accordance with the opinion of Simamora (1995) and Siagian (1997) who say that "it is appropriate to place people and quantitative and qualitative widyaiswara in accordance with what is needed by the organization". From the point of view of facility planning, it appears that facility planning has a profound effect on supporting education and training activities in achieving the stated objectives. Therefore, facility planning is supportive of educational and training activities and is appropriate to the needs of the organization. This is in line with the opinion of Engkoswara (1987) who said in "facility planning must think of facilities that can facilitate work and be effective"

The plan made must explain in detail and the tasks regarding the quality aspects to be achieved, the activities that must be carried out, who should carry out, when and

where it is carried out, and how much it costs to facilitate in explaining and obtaining good support morally and financially to carry out the plan. The main thing that must be considered in the preparation of planning is openness to all parties who are stakeholders. With the openness of this plan, the possibility of difficulties in obtaining sources of funds to implement this plan can be avoided. If the plan is a description of expected results and can be used for the purposes of education and training activities, the program is the allocation of resources into activities, schedules, time and showing synchronous management.

Based on the description of the results of the study it appears that the planning of education and training is influenced by strengths, weaknesses, opportunities and challenges that come from within and outside the organization. These factors the analysis of strength, weakness, opportunities, challenges is a solution in conducting training needs analysis in order to h acyl achieved in accordance with a predetermined plan.

### ➤ *Principles developed in Organizing Personal Education and Training*

To carry out the planning as above, personal organization is needed, because the Human Resources Development Agency of West Java Province is an organization. The essence of organization is the existence of humans who work together to achieve goals. The existence of humans determines the existence of organizations. Based on the description of the results of the research it appears that the main principle of personal organizing by the Head of the Human Resources Development Agency of West Java Province is the placement of the right people in the right place, and the placement of the right person for the right position. This is in accordance with the definition of organizing according to Ernest Dale (Winardi, 1986) organizing is an overall multi-step process, which includes five sequential steps namely job breakdown, division of labor, unification, coordination and monitoring and reorganization.

### ➤ *Pattern developed in the Implementation of Education and Training for Pamong Praja Police Competency Enhancement.*

Based on the description of the results of the study it appears that the understanding of the participants in the subject of education and training is very important, because the level of understanding the participant has will affect his work behavior in the field. The material provided at the Pamong Praja Police education and training is actually related to the daily experiences of the participants. Thus, seeing the material, participants should not experience difficulties to follow it. In learning theory, if the Pamong Praja Police already has experience before attending the subject of education and training, and the subject of education and training provided in accordance with his experience, then the Pamong Praja Police easily understands it. However, participants' understanding of the subject matter of education and training in educational and training activities is not solely influenced by the experience variable. There are still many other variables that influence

participants in understanding Pamong Praja Police education and training materials.

Weaknesses in understanding education and training materials are caused by the delivery of material by the facilitator so theoretically, so that when related to experience in the field, participants have difficulty implementing it. To facilitate the application of theory in the activities of carrying out their duties at work, practical activities must be increased. And in determining the subject of education and training delivered to the participants of education and training are inseparable from the target to provide a certain level of skills to them. Based on this, then from a number of methods that are widely known, the weight of the accuracy of the application of learning methods mostly lies on the shoulders of the facilitator. Therefore, the facilitators are required to have a high understanding of learning methods. Of course, with the provision of understanding and experience, the application of methods will be adapted to the situations and conditions encountered. In connection with the description above, the methods intended can be combined in their use in a teaching-learning process as an effort to avoid boredom participants.

➤ *Form of Supervision conducted in the Implementation of Education and Training for Pamong Praja Police Competency Enhancement*

Supervision is a manager function. The description of the results of the study shows that the implementation of supervision of education and training activities was carried out by the Head of the West Java Provincial Human Resources Development Agency, the Organizing Committee, and the facilitators, and this was in accordance with their duties and obligations. According to Siagian (1995: 258-259) "Supervision is intended to guarantee all activities carried out in an organization on the basis of a plan, including a strategy that has been predetermined without the need to question at the managerial level where the plan was prepared and determined". Based on the opinion above, the supervision is carried out to prevent deviations in the operationalization of a strategy. Operationally, supervision techniques can be carried out through (1) direct observation by management to see for themselves the tasks and their completion; (2) report evaluation by comparing field data with reports submitted; (3) through the use of a questionnaire whose respondents are implementers in the field; (4) interviews with organizers in the form of unstructured, structured or other combination interviews.

➤ *Impact of Education and Training on Pamong Praja Police Competency*

Pamong Praja Police capacity and competence generally consists of three capabilities that mastery of the material (content expert), skills/expertise tasks, and ethics. Content experts include insight, intellectual development and development in the implementation of substance. Skills/job experts include the development and improvement of skills in carrying out tasks. And ethics includes attitudes, mental and behavioral Pamong Praja

Police. The results of the study showed that the competence of Pamong Praja Police in content experts showed that the ability of Pamong Praja Police in terms of mastering educational and training material varied. Judging from the skills / job experts of the subject of education and training, the ability possessed by the Pamong Praja Police in increasing mastery of the implementation of education and training is by increasing the mastery of the material of education and training to be delivered. Likewise in ethics shows diversity.

## V. CONCLUSION

In general it can be concluded that the management of education and training carried out so far shows an effort to improve participants with minimal ability. Because after an assessment of Pamong Praja Police competency standards, it turns out that the education and training materials provided to participants are in line with the basic competencies that must be mastered by a Pamong Praja Police. However, if it is examined from a management context, the management carried out starting from the preparation of planning, personal organizing, implementation to the supervision of activities there are still a few things that need attention. In detail, these conclusions can be seen as follows: *First*, in the aspect of activity planning it appears that (a) activity planning is based on the analysis of environmental conditions. This is done so that the plans arranged can be used as a control tool to oversee the implementation of education and education and training; (b) the planning of the activity program is prepared by the Head of Sector by involving stakeholders, then the program is proposed by the Head of Sector to the Head of the Human Resources Development Agency of West Java Province. This is done because who knows the circumstances of education and training is the Head of da n stakeholders that are directly related to the activities carried out; (c) the planning of educational and training material is packaged in a different form from the packaging of other educational and training material. For education and training courses for increasing Pamong Praja Police competencies, in addition to education and training courses that instill knowledge, attitudes and skills that must be possessed by Pamong Praja Police s competitively, there is also a practice/content mastery competency test (*content expert*), task skills/expertise, and Pamong Praja Police *ethics*; (d) the planning of Implementing Personnel is appointed and assigned by the Head of the West Java Provincial Human Resources Development Agency through a decree in the form of a letter of assignment signed by the Head of the West Java Provincial Human Resources Development Agency for the facilitator and executive committee both independent and in the form of cooperation/consultant. *Second*, organizing is done with the principle of placing people in accordance with their expertise, although it is recognized that finding qualified organizing employees is difficult. This is done on the grounds that Pamong Praja Police competencies show different competencies, so that in this personal organization the Head of the Human Resources Development Agency of West Java Province divides the facilitator into two groups,



namely (a) the core group, namely the facilitator who has competence and power creativity and high initiative power, so that in this group the Head of the Human Resources Development Agency of West Java Province gives greater duties, responsibilities and authority in carrying out the core activities of education and training; and (b) support groups, ie facilitators who are given roles as support groups for core activities.

*Third*, the aspects of the implementation of education and training at the West Java Province Human Resources Development Agency which is currently taking place in equipping participants with the skills needed in general shows the existence of excellence. This can be seen from (a) participants understanding the direction of development policies and programs in Indonesia, understanding the nature and principles of their behavior and social environment, understanding and applying work in the service process, applying techniques and skills in carrying out their duties, using and developing methods creative work in carrying out its duties. The formulation of the training objectives is described in the training material; and (b) from the aspect of implementing teaching and learning activities it appears that (1) education and training materials are formulated referring to the analysis of education and training needs, objectives, and analysis results of monitoring and evaluating program activities; (2) education and training learning patterns are implemented with various learning methods ranging from lecture, question and answer, practical exercises, case studies, brainstorming, role playing, and *benchmarking* ; (3) the evaluation system in education and training is implemented with three objectives namely an evaluation aimed at measuring the ability or effectiveness of facilitator staff; evaluation aimed at knowing the level of understanding of education and training participants; and evaluation aimed at finding out the effectiveness of the organization of education and training activities.

*Fourth*, supervision is carried out directly or indirectly both by the Head of the West Java Provincial Human Resources Development Agency, the Education and Training Organizing Team, and by the facilitator. This is done because the supervision conducted is guided by the principle of mutual trust, horizontal relations, communicative and the provision of assistance.

*Fifth*, the steps taken to determine the impact of education and training on Pamong Praja Police competency is to conduct an evaluation that aims to avoid mistakes or deviations so that the objectives set can be achieved effectively and efficiently. (a) mastery of the Material (*Content Expert*); The ability to master the subject matter of education and training is an integral part of the learning process showing that the ability of Pamong Praja Police in terms of mastering educational and training material varies considerably. This is caused by the presence of a portion of the number of Pamong Praja Police s that are irrelevant between the educational background and the subjects of education and training being taught, and there are still a number of Pamong Praja Police s that do not meet

the adequate educational qualification standards; (b) Skills/job expertise (*skills / job experts*), some of the skills demonstrated by participants (1) ability to make plans for carrying out tasks formulated in the form of operational plans; (2) the ability in mastering the material of education and training to be delivered; (3) the ability to choose and determine learning methods; (4) the ability to create communication patterns. While the ability to use media / sources varies, this is due to (a) not all Pamong Praja Police s have the awareness and creativity in selecting media or learning resources (b) the variety of media uses or learning resources, quite stretching from those already in the Resource Development Agency The people of West Java Province come to the teaching aids or other learning media, (c) the ability to use media or learning resources has not been entirely based on an analysis of the effectiveness of learning, but tends to be based on the utilization of existing facilities at the West Java Provincial Human Resource Development Agency. (c) Pamong Praja Police *ethics* (*ethics* ), (1) in carrying out Pamong Praja Police duties, it has not been supported by a feeling of pride in their duties as Pamong Praja Police s; (2) work motivation shows that there are efforts to increase work motivation through giving awards, additional incentives that have high dedication and achievement, can be seen as efforts to encourage work enthusiasm; and (c) Pamong Praja Police creativity is influenced by several things including (1) work climate which is felt to hamper work creativity; (2) lack of appreciation and encouragement for any positive efforts; (3) lack of confidence to improve and display their own work and ideas of creativity; and (4) the lack of opportunity given to the Pamong Praja Police to take part in formulating policies relating to the implementation of the task. (d) Pamong Praja Police work discipline is influenced by the work environment, it is proven that Pamong Praja Police s that have just been appointed or transferred will follow the work pattern in which they are placed. (e) The communication made by the facilitator uses one-way communication, this shows that the lecture method is one of the main choices; and (f) collaboration shows that there are differences in abilities shown by the facilitator in working together due to several factors, including differences in interests and opinions of the facilitator concerned.

#### ➤ *Suggestion*

Based on to conclusions that is based on the results of the discussion, the authors convey right following recommendations:

- In planning the organizers of education and training activities should be the Head of West Java Province Human Resources Development Agency;
- Increasing the quality and quantity of Pamong Praja Police education and training in order to improve their professional competence to provide optimal services to the community;
- To plan a good training, it is better to improve the training need analysis (training need analysis) in accordance with the applicable rules based on the theory of applicable educational best practice

Personal organization that has been carried out by placing people in accordance with their competencies and talents must continue to be maintained and improved. Therefore, the Head of West Java Provincial Human Resources Development Agency is expected to continue to empower and develop potential through existing training such as TOC (Training Officer Course) and training for trainers (TOT) training in the Java Provincial Human Resources Development Agency West.

In the selection of learning methods the facilitator should be able to combine methods that are appropriate to the situation and conditions of the training, given that the trainees come with different educational backgrounds and work units.

In terms of the approach taken in supervision, the Head of West Java Provincial Human Resources Development Agency is recommended not to be fixed with a direct or indirect approach, but should take a combined approach between direct and indirect approaches.

### REFERENCES

- [1]. Arikunto, S. (1993). *Research Procedure: A Practice Approach*. Jakarta: Rineka Cipta
- [2]. Dale, E. Y. (1998). *Personal Management and Industrial Relations*. New York: Prentice Hall.
- [3]. Engkoswara. (2001). *Fostering Indonesia Merdeka through Education*. Bandung: Family Charity Foundation.
- [4]. Fattah, N. (2001). *School Based Management*. Bandung: Rosada
- [5]. Gaffar, F. (1989). *Educational Planning*. Jakarta: Ministry of Education and Culture.
- [6]. Hamali k, O. (1991). *Teacher Education: Curriculum Concepts, Strategies*. Bandung: Reader Martiana na.
- [7]. Hasan, SH (1998). *Curriculum Evaluation*. Jakarta: Ministry of Education and Culture.
- [8]. Head, EG (1994). *Training Cost Analysis*. Virginia: American Society for Training and Development.
- [9]. Laird. D. (1995). *Approaches to Training and Development, revised 2<sup>nd</sup> Edition*. Canada: Wesley Publishing Company Addition.
- [10]. LAN RI. (2003). *Apparatus Training Policy*. Jakarta: 2003.
- [11]. Manullang, M. (1981). *Personnel Management*. Jakarta: New Script.
- [12]. Moekijat, AE (1985). *Staffing Management*. Bandung: Alumni.
- [13]. Moleong, L. (2000). *Qualitative Research Methods*. Bandung: Teen Rosdakarya.
- [14]. Nasution. (1992). *Qualitative Naturalistic Research Methods*. Bandung: Tarsito.
- [15]. Nawawi, H. (1981). *Educational Administration*. Jakarta: Ministry of Education and Culture.
- [16]. Permadi, D. (2001). *School Based Management and Independent Principal's Leadership*. Bandung: Means of Panca Karya Nusa.
- [17]. Government Regulation No. 73 T ear 2003 on School Education.
- [18]. Government Regulation Number 11 T ear 2017 of the Civil Service Management.
- [19]. Government Regulation Number 16 T ear 2018 of the Civil Service Police Unit.
- [20]. Pur w anto and Suparman. (1999). *Training Program Evaluation*. Jakarta: STIA LAN RI Press.
- [21]. Razik and Swanson. (1995). *Concept of Educational Lead fundamental e rship and Management*. New Jersey: Englewood Clips.
- [22]. Rasyid, M. Rya a s. (1997). *The Meaning of Government, In Terms of Ethics and Leadership*. Jakarta: Yarsif Watampoe.
- [23]. Sarwoto (1978). *Fundamentals of Organization and Management*. Bandung: Ghalia.
- [24]. Satori, D. (2000). *Policy Analysis in the Context of Decentralization and Educational Autonomy*. Jakarta: Ministry of Education and Culture.
- [25]. Siagian, S. (1995). *Strategic Management*. Jakarta: Bina Aksara.
- [26]. Soetjipto and Raflis K. (1994). *Teaching Profession*. Jakarta: Ministry of Education and Culture.
- [27]. Surachmad, W. (1987). *Research Method*. Bandung: Jenmars.
- [28]. Syamsudin, MA (1991). *Analysis of the Position of Educational Development*. Jakarta: Ministry of Education and Culture Planning Bureau.
- [29]. Syaodih, N. S. (2001). *Curriculum Development: Theory and Practice*. Bandung: Rosda.
- [30]. Stoner, J. (1987). *Management*. New Jersey: Prentice-Hall.
- [31]. Sudjana. (2000). *Introduction to Management of Non-School Education*. Bandung: Nusantara Press.
- [32]. Supardjo, A. (1998). *Promotion of Quality of Education in Urban-Rural Communities*. Bandung: IKIP.
- [33]. Ukas, M. (1999). *Management: Concepts, Principles and Applications*. Bandung: Ossa Promo.
- [34]. Law No. 20 T ear 2003 on National Education System.
- [35]. Law No. 5 T ear 2014 of the Civil State Apparatus.
- [36]. Law Number 23 of 2014 concerning Regional Government.
- [37]. Wahjosumidjo. (2000). *Principal's Leadership. Overview T eoritik d a n problem*. Jakarta: PT Raja Grafindo.
- [38]. Wasistiono, Sadu. (2010). *Building a Professional Institution of Civil Service Police Unit*. Bandung: FGD material.
- [39]. Winardi. (1986). *Principles of Management*. Bandung: Alumni