Managerial Instructional Communication Strategy On The Quality Of Graduates Of Administrator Leadership Training At The Human Resources Development Agency Of North Sumatra Province

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Abstract

This study aims to analyze the instructional communication strategies that training managers apply to the quality of graduate administrator leadership training at the North Sumatra Provincial Human Resources Development Agency. The qualitative research method was conducted by in-depth interviews with training managers, instructors, and trainees. The study results show that the training manager implements various instructional communication strategies, including using learning methods that are responsive to the participants' learning styles. The application of communication technology is also an integral part of this strategy, providing diversity in learning approaches. It was found that two-way interaction between managers and trainees significantly increased participants' understanding and engagement. This research contributes to a further understanding of the importance of instructional communication strategies in the context of administrator leadership training. It guides the development of training programs in similar institutions.

I. Introduction

Managers and Organizers are part of the system of education and training personnel who play a crucial role in developing apparatus competencies. Therefore, to make Managers and Organizers act professionally in the implementation of training, they are required to have a Training of Course certification for Organizers and a Management of Training certificate For Managers, (Latif et al., 2024; Siahaan et al., 2023) The organizers are those who technically carry out the implementation of training with a description of duties set through a decree and usually consist of employees with executive positions. Managers prioritize managerial skills, namely providing direction and control of activities to achieve the desired output and outcome, and usually consist of structural officials within the organization. (Atiq, 2020; Nugraha, 2020)

Another essential thing for organizers and managers is the ability to communicate well and harmoniously with other education and training personnel such as lecturers, widyaiswara/teaching staff, quality assurance, examiners, and mentors. Regarding this matter, the North Sumatra Provincial Resource Development Agency has so far shown a maximum role in the form of facilitation provided in the implementation of existing training, especially CPNS basic training and leadership training, where from 2020 to 2022, it has certified approximately 10,000 CPNS through CPNS basic training and 500 structural officials in leadership training at the Sumatra Provincial Human Resources Development Agency North, this is proof of the ability of organizers and managers to play their role as a catalyst for every element of existing education and training personnel so that the implementation of training runs well and smoothly. (Damanik, 2022; Naisyah & Muda, 2020)

One of the strategies to improve graduation quality, which will also increase human resources through education and training at BPSDM Provsu, is implementing instructional communication in its learning strategy. Instructional communication is carried out in the ongoing training process. Instructors, communicators, and participants consisting of state civil servants became the communicators, while the message was all the training materials delivered in the training process. Instructional communication aims to provide changes in the cognitive, affective, and psychomotor aspects of communicators (Felstead et al., 2023; Fitra Nasution et al., 2023; Spector et al., 2013)

Instructional communication in administrator leadership training is a process of structured delivery of all training materials to trainees. Communication elements can be seen in instructional communication, namely communicators as sources, participants as communicators, media as channels, training materials as messages and responses generated by all participants in the activity (Kriswana, 2019; Mukhid, 2014).

Instructional communication is a skill that must be possessed by an instructor so that communicators can respond according to the target of the activities carried out. If the instructional communication strategy is effective, the training process will be more effective, which, in the end, is a change for the better for the state apparatus. It is essential to understand that instructional communication focuses on delivering the material and involves effective ways to convey the information so that the learner can understand it well. A good approach in instructional communication includes the use

of appropriate teaching methods, the use of clear and easy-to-understand language, and the use of relevant learning media or tools. In addition, instructional communication must also be two-way, where educators not only convey information but also listen to student responses and questions. The interaction that occurs between educators and students allows for feedback that is useful in improving the learning process (Akbar, Muhammad Fikri, et al., 2019; Hartati, 2022; Wijaya & Yuniawan, 2022)

It is also essential to recognize the individual diversity of students in the way they learn and understand information. A flexible and responsive approach to each student's learning needs will help create an inclusive and effective learning environment. Overall, instructional communication is an integral part of an effective learning process, where educators act as motivators, coaches, and guides for students to achieve learning goals optimally (Alif et al., 2023; Iswahyudi et al., 2023)

Administrator leadership training is a program or series of activities designed to develop leadership skills, knowledge, and attitudes at the administrative or managerial level. The purpose of this training is to prepare individuals to be able to manage and lead an organization or unit effectively (Alimi, 2009; Hartati, 2022). Effective instructional communication carried out by managers in the context of administrator leadership training has a vital role in improving the quality of graduates. This is because instructional communication helps convey learning objectives to participants. Effective managers in communication can ensure proper understanding related to what is expected of participants, especially as lead administrators who are transformational leaders who will help participants understand clear learning objectives and quickly receive skill development in each participant (Dhuhani, 2017; Faj, 2011)

It is hoped that instructional communication will not only convey information but also be the key to success in guiding, guiding, and motivating administrator leadership training participants. Based on this background, I researched "Managerial Instructional Communication Strategies in Improving the Quality of Administrator Leadership Training Graduates at the North Sumatra Provincial Human Resources Development Agency."

2. Research Method

This research is included in the type of field research with a qualitative approach. In this study, the researcher used data collection obtained by conducting research directly in the field. Qualitative research is often referred to as naturalistic inquiry; the researcher is not required to form certain conceptions or theories first regarding the aspects he is researching, but he can focus his attention on natural principles as they are (Bungin, 2001; Hasibuan et al., 2022; Hasibuan & Prastowo, 2019; Kuantitatif, 2016). This research was carried out at the North Sumatra Provincial Human Resources Development Agency, an institution responsible for training and developing the potential of personnel in the region. This agency is located in the provincial capital, Medan, the center of human resource administration and development in the North Sumatra region at Jalan Ngalengko No. 1 Medan, Medan District, Perintis Village.

This research was carried out over six months, from July to December 2023. The informants in this study are education and training personnel assigned to the leadership training of BPSDM administrators of North Sumatra Province and PKA Alumni, who are determined purposively. In qualitative research, data collection was done naturally; primary data sources and data collection techniques were more on participant observation, in-depth interviews, and documentation. (Alhamid, 2019; Fadli, Muhammad Rijal, 2021).

3. Results and Discussion

Overview of BPSDM Work Area of North Sumatra Province

The Main Task and Function of the Human Resources Development Agency is to improve the quality of Apparatus Resources and the Implementation of Services that can be provided either through Education and Training of the State Civil Apparatus or other competency development in encouraging the empowerment of the Village/Village community which can be done with a facilitation pattern. In addition, ASN Competency Development, as a mandate of Law Number 5 of 2015 concerning the State Civil Apparatus, includes various types of Competency Development such as Managerial Competence, Technical Competence, and Socio-cultural Competence by the Regulation of the Minister of Home Affairs Number 108 of 2017. Of course, the program's target and activities carried out are ASN in the Provincial Government and Regency/City in North Sumatra, which number approximately 184. 000 people (Jaya, 2020; Sartika & Kusumaningrum, 2017; Sinamo, 2020).

Furthermore, the Competency Development of Village Apparatus, especially the Village Head and its apparatus, needs to receive serious attention from the North Sumatra Provincial Government; this is by the Movement to Build a Village Planning City launched by the Governor of North Sumatra and in line with the mandate of Government Regulation Number 12 of 2017 concerning the Development and Supervision of the Implementation of Regional Government which is the responsibility of the Governor as an Extension of the Central Government in Area (R Permata, 2023).

Seeing the phenomenon in the field related to the Development of Village Apparatus Competency that private institutions often carry out the organizers of activities by taking locus outside the Participating Areas and the control of Accredited Training Institutions such as the Human Resources Development Agency, what has been done by the North Sumatra Provincial Human Resources Development Agency so far is very limited, namely by carrying out training on Village Government Management and Village Finance only a few batches with the source of funds from the North Sumatra Provincial Government's Pure APBD. Therefore, it is necessary to develop a Partnership and Facilitation Pattern or a Contribution pattern under the coordination of Regencies/Cities throughout North Sumatra; then, if you look at the potential services that can be provided for the segmentation of Village Apparatus consisting of Village Heads and Village Apparatus can

reach 22,000 people with an estimated number of villages 5417 times 4 0 per village, namely Village Heads, Village Secretary and Village Head (Jaya, 2020; Sinamo, 2020).

Based on the Regulation of the Minister of Home Affairs Number 133 of 2017 concerning Orientation and Deepening of Duties of Members of the Provincial Regional Representative Council and the Regency/City Regional People's Representative Council, that the Orientation and Deepening of Duties is carried out after receiving a Recommendation from the Provincial Human Resources Development Agency as an Accredited Training Institution and specifically for DPRD Orientation activities as a form of task introduction for new DPRD members can only be carried out by the Provincial BPSDM for the Regency/City DPRD and the BPSDM of the Ministry of Home Affairs for the Provincial DPRD, but for the Deepening of the DPRD Tasks in the form of Technical Guidance, Workshops and Dissemination can be carried out by BPSDM, the Council Secretariat, the appointed High Communicator and Political Parties and DPRD Associations, but in practice in the field it is necessary to emphasize the aspect of controlling activities so that they run effectively and this control will be It is easier to implement if BPSDM is directly the organizer or the DPRD Secretariat with a Partnership/Facilitation pattern (Rahadian et al., 2019; Tauhid et al., 2024).

Seeing the potential for services that can be provided in 2 types of activities, namely Orientation and Intensification of DPRD Duties, it looks pretty significant; this is based on the number of members of the DPRD of thirty-three Regencies/Cities, as many as 1106 people, then if in a year three task deepening activities are carried out, there are 99 activities/year with the number of DPRD members as many as 3,318 people, while the Orientation for Deepening Duties for newly elected DPRD Members is only carried out once in an election period (5 years) (Akbar et al., 2024).

Based on the authority of the Sumatra Provincial Government in the field of Senior Secondary Education, namely SMAN, SMKN, and SLB, it is necessary to intensively carry out Communicator Competency Development to ensure the quality of Education to produce competitive graduates both in the job market and for the next level of Education, then in the Managerial aspect by the provisions of the Regulation of the Minister of Education and Culture Number 6 of 2018 concerning the Assignment of Communicators as School Principals, Therefore, it is required to have a certificate of having passed the Education and Training of Prospective School Principals, in this case, the North Sumatra Provincial Human Resources Development Agency since 2018 has signed an MOU with the School Principal Development and Empowerment Institute (LPPKS) of the Ministry of Education and Culture based in Solo (Howay, 2022).

Observing some of the illustrations of the Service description above, which is the potential that must be touched as a manifestation of the implementation of the Main Tasks and Functions of the Manisia Resource Development Agency, in addition to various patterns of other Human Resource Development tasks that are Non-Educational, therefore

it is necessary to have a more planned, directed and integrated and measurable Task Management, especially in responding to the Development and assessment of Apparatus Competencies that are Contribution which usually comes from the City Regency in North Sumatra.

Profile of the North Sumatra Provincial Human Resources Development Agency

By the Regulation of the Governor of North Sumatra Number 23 of 2019 concerning Main Duties, Functions, Description of Duties, and Work Procedures, the North Sumatra Provincial Human Resources Development Agency has the task of carrying out the development of human resources apparatus in the field of implementing government affairs that are under the authority of the Provincial and Regency/City governments, by the provisions of applicable laws and regulations (Pergub, 2019).

By the provisions of the current Laws and Regulations, Widyaiswara's performance is measured by the achievement of obtaining a Credit Score (AK) as a performance indicator. Widyaiswara Pratama must achieve a minimum credit score of 12.5 AK per year, and Widyaiswara Young Experts must achieve a minimum of 25 AK yearly. As for Widyaiswara, Associate Experts must reach a minimum of 37.5 AK annually. Meanwhile, Widyaiswara Main Experts (Intermediate Main Coaches, room group IV/d) must achieve a minimum of 50 Credit Scores per year, and Widyaiswara Main Experts (IV/e) must achieve a minimum of 25 Credit Points. The amount of Credit Score as intended is the basis for the SKP assessment (Nasihatun, 2019; Pergub, 2019).

A goal is the expected result of a goal formulated in a measurable, specific, easily achievable, rational manner to be implemented within a certain period. Goal formulation focuses on the goals formulated and is based on the duties and functions of the PD or target group served and the service profile. The PD targets set are targets at the OPD level (echelon II), which will be described in programs and activities. The target performance indicators used are medium-term outcomes or outcomes for the medium term.

Implementation of Leadership Training at BPSDM North Sumatra Province

In administering the State and developing it, the Government of the State of Indonesia is faced with national demands and global challenges to realize good governance. Therefore, it is necessary to have human resources who are competent and assets of the nation and the State in carrying out national development in various sectors (Kriswana, 2019; Latif et al., 2024).

Human resources are the "spirit" of an organization. It is from human resources that other elements of the organization, such as capital, technology, and money, are controlled. HR training and development is necessary for every organization because placing employees directly on the job does not guarantee that they will succeed. New hires often feel they need more clarity about their roles and responsibilities. Job demand and

employee capacity must be balanced through orientation and training programs. Both are needed. Once employees have been trained and mastered their jobs, they need further development to prepare for their future responsibilities. The North Sumatra Provincial Human Resources Development Agency (BPSDM) has a crucial role in organizing and developing the potential of government leaders. Implementing leadership training is one initiative that reflects a serious commitment to forming quality leaders (Afriansyah, 2022; Sinaga, 2023).

Leadership training at BPSDM North Sumatra Province is an essential milestone for facing challenges in this ever-changing era. With a combination of clear objectives, innovative learning methods, competent facilitators, continuous monitoring and evaluation, and a positive impact on leader performance, this training is not just a routine activity but a strategic investment to create superior and competitive leaders in local government (Ghodang, 2023).

Therefore, leadership training programs are indispensable with variations in the long term and the types of activities included. This program aims to help civil servants identify their strengths and weaknesses for improvement. Many agencies have implemented leadership training programs to identify future leaders and provide them with the necessary training to help them advance to the next level in their careers. As well as many leadership training programs are targeted at a specific level and focus on the competencies and skills associated with that level.

Managerial Instructional Communication Strategy in Improving the Quality of Administrator Leadership Training Graduates at BPSDM North Sumatra

A. The Relationship of Instructional Communication to the Theory of Symbolic Interaction

A person's behavior is influenced by the symbols given by others and the person's behavior. Through giving gestures in the form of symbols, we can express our feelings, thoughts, intentions, and vice versa, by reading symbols displayed by others. According to Mead's thoughts, the three basic ideas of symbolic interaction are as follows: First, the Mind – the ability to use symbols with the same social meaning, where each individual must develop their mind through interaction with others. Second is the self – the ability to reflect on the individual from the judgment of other people's viewpoints or opinions. The symbolic interactionism theory is one of the branches of sociological theory that proposes the self and the outside world. Third, Society - social relationships that are created, built, and constructed by each individual in society, and each individual is actively and voluntarily involved in the behavior they choose, which ultimately leads humans in the process of taking a role in their society (Khansa Ramby, 2022; S.P et al., 2016).

It has been explained earlier that Symbolic Interaction Theory is an approach in sociology that emphasizes the importance of symbols, language, and social interaction in

understanding social reality. This theory was developed by George Herbert Mead, an American philosopher and sociologist, in the early 20th century. Mead's ideas were later further developed by figures such as Herbert Blumer, which came to be known as the theory of symbolic interaction. Meanwhile, instructional communication refers to the communication process between instructors or lecturers and students or participants in education. The primary purpose of instructional communication is to convey information, guide learning, and facilitate participants' understanding of the learning material (Ahmadi, 2008; Citraningsih & Noviandari, 2022; Nurdin, 2020).

4. Conclusion

Based on the research results, the goal is to improve the quality of administrator leadership training graduates. The focus on the quality of graduates shows concern for the development of quality human resources in North Sumatra Province. Instructional communication strategies are considered the key to achieving improved graduate quality. Second, the Human Resources Development Agency seeks to contribute to the development of human resources locally, which in turn can support the development of North Sumatra Province as a whole. Third, the instructional communication at BPSDM North Sumatra Province has been good. This can be known through the planning of content and objectives in determining methods adapted to the curriculum and classroom conditions, the implementation of communication has taken place well, interactive, and involving instructional communication components, and the feedback carried out by the Manager (Communicator) as a communicator which is carried out to improve early childhood interaction has been good, and the results can be seen in the report. Fourth, instructional communication has several inhibiting factors: Obstacles to the source, obstacles to the channel, and the media used by the Manager (Communicator) are less mastered. Barriers to communication, the recalling process carried out at the end of each lesson could be more optimal.

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