

Implementation Of Technical Training Program At The Center Education And Training Of Water Resources And Construction Ministry Of Public Works And Housing

By

Yudi Darsono

Sekolah Tinggi Ilmu Administrasi Bandung yudidarsono73@stiabandung.ac.id

Yadi

Sekolah Tinggi Ilmu Administrasi Bandung adijoy44@stiabandung.ac.id

Ayu Nisa Pebriyanti

Sekolah Tinggi Ilmu Administrasi Bandung ayunisa0103@stiabandung.ac.id

Silvi Apriliani mahlup

Sekolah Tinggi Ilmu Administrasi Bandung silvi.apriliani.m19@stiabandung.ac.id

Ali Kadarusman

Sekolah Tinggi Ilmu Administrasi Bandung goodfather26@stiabandung.ac.id

Abstract

This study aims to determine several phenomena in the implementation of technical training programs at the Water Resources and Construction Education and Training Center, i.e. anything problems that occur and what efforts that can be made to overcome these obstacles. The method used in this research is descriptive qualitative with documentation studies, interviews and observations. Through this technique, all data or facts obtained will be described by developing categories that are relevant to the research objectives and interpretation of the results of descriptive analysis based on six aspects according to Van Meter and Van Horn, namely: (1) Standards and policy objectives; (2) Resources; (3) Communication between organizations; (4) Characteristics of implementing organizations; (5) Attitude of policy implementers; and (6) Social, economic and political environment. From the results of the study, it can be concluded that the Implementation of the Technical Training Program has been running quite well but is not optimal. Because there are several problems that hinder the implementation of the technical training program, such as the lack of information regarding the required training, the timing of the training is not appropriate, the number of training participants who do not meet the requirements, the availability of modules that are not complete, the busyness of the teachers who often clash with activities elsewhere, As efforts to overcome obstacles in the Implementation of the Technical Training Program, namely by making new innovations (Blend-learning training), evaluating and more intensive coordination with related organizational units, reviewing modules that are no longer updated, and the availability of widyaiswara using teachers from functional officials, retired functional officers, retired widyaiswaras, retired structural officers, experts, academics or other experts according to the relevant training field, and structural officers of organizational units.

Keywords: training, education, public work, ministry

Intoduction

Human resource development is important to support government work programs. Based on Law Number 5 of 2014 concerning State Civil Apparatus (ASN), namely by creating a State Civil Apparatus with integrity, professional, high performance, and prosperous and changing the position of the State Civil Apparatus (ASN) from being in the comfort zone to being a competitive zone. . Furthermore, in Government Regulation No. 11 of 2017 concerning Management of Civil Servants, it is also stated about competency development that in order to meet the efforts of position competency standards and career development, civil servants have equal rights and opportunities in improving competence.

The HR development process is one of the keys to the company's success. Although there are actually many factors that can increase a company's competitiveness, human resource management is part of the company's operational standards if the company wants its brand to improve. Many things can be achieved when companies can develop and empower human resources (Dyastuti, 2019).

Target achievement of Water Resources Education and Training Center activities and Construction until 2018 according to the Strategic Plan Review of the Ministry of PUPR in accordance with the Minister of Public Works and Public Housing Number 08/PRT/M/2018 in accordance with table 1.1 below:

Table 1.1 Strategic Plan Achievements Up to 2018

	ACTIVITY TARGET	Unit	Targ et	Realization				Amou nt	Differen ce	
				201 5	201 6	201 7	201 8			
1	Management Support	Report	26	14	12	20	31	77	+	51
2	Trained civil servants	Person	6,700	22	-	14	4,807	4,843	-	1,857
3	Development of Education Patterns, Techniques, Curriculum and Education Modules	Docume nt	122	12	24	38	18	92	-	30
4	Educated ASN Construction, Improvement,	Person	1,767	455	465	467	350	1,737	-	30
5	Renovation of Facilities and Infrastructure	M2	4,174	2,874	1,300	120	3,575	7,869	+	3,695
6	Equipment and Supplies	Unit	1.023	1.072	247	159	384	1,862	+	839
7	Internal Service	Service	6	-	-	2	2	4	-	2
8	Office Service	Month	60	12	12	12	12	48	-	12

Source LAKIP SDAK Education and Training Center in 2018

Based on the table above, the activity targets that have exceeded the target are:

Activity target 1 (Management Support), activity target 5 (Development, Improvement, Renovation of Facilities and Infrastructure), and activity target 6 (Equipment and Equipment). Meanwhile, the target activities that have not met the target are: Activity Target 2 (trained ASN), Activity Target 3 (Development of Patterns, Techniques, Curriculum, and Education and Training Modules), Activity Target 4 (educated ASN), Activity Target 7 (Internal Services. Overhead)), Activity Target 8 (Office Services).

Theoretical And Research Framework

Based on the Regulation of the Minister of Public Works Number 13/PRT/M/2014 concerning the Guidance and Development of the Apparatus of the Ministry of Public Works that in order to create a bureaucracy with integrity, high performance and professionalism, it is necessary to foster and develop the Apparatus of the Ministry of Public Works and Public Housing. One of the policies taken to improve the ability of professional, competent, high integrity and qualified human resources is through education and training.

The Water Resources and Construction Education and Training Center is an Echelon II Unit under the Human Resources Development Agency (BPSDM) of the Ministry of Public Works and Public Housing, has the task of carrying out the preparation of technical policies and the implementation of education and training in the field of water resources and construction.

In carrying out its duties and responsibilities, the Water Resources and Construction Education and Training Center cannot be separated from the strategic issues that must be faced over the next few years, namely:

1. A significant increase in the five-year development target (2015-2019) of the Directorate General of Water Resources compared to previous years, including:
 - a. Construction of 65 reservoirs,
 - b. Construction of 1 million hectares of new irrigation network,
 - c. Rehabilitation of 3 million ha of irrigation networks,
 - d. Handling 200 thousand hectares of flood-prone areas,
 - e. Provision of 67.52 m³/sec of raw water,
 - f. Safety 500 Km of beach abrasion.
2. A significant increase in construction work due to infrastructure development carried out by the government requires competent State Civil Apparatus (ASN) to provide guidance to construction operators.
3. The implementation of the Asean Economic Community (MEA) has resulted in the opening of HR competition with other countries, so that a PUPR ASN has competence as a construction work supervisor, who will oversee the implementation of government projects.

Based on strategic issues and the Government Performance Accountability Report (LAKIP) it can be concluded that the Center for Water Resources and Construction Education and Training in implementing technical training programs has the following problems:

1. The quantity and quality of Human Resources in the Water Resources and Construction Sector is not comparable to the infrastructure development carried out by the government,
2. Lack of competence of the State Civil Apparatus (ASN) for Public Works and Public Housing (PUPR) as supervisors of construction work in the face of global competition for the implementation of the Asean Economic Community (MEA) with other countries,
3. The achievements of the Water Resources and Construction Education and Training Center activities have not met the target.

Research Methods

In this study the method used is a type of research that reveals descriptively with a qualitative approach due to the need for in-depth explanations in answering the hypotheses that have been formulated previously.. KThen the researcher processed data from the results of interviews, observations, and collected data and documentation obtained from the field intensively, summarized, selected the main points, then presented the data in narrative form, and finally drew conclusions and verified based on an understanding of the data that has been collected. This qualitative descriptive research method was carried out using interviews in the form of questions which were indicators or question instruments that had been tested for validity and reliability. After the data has been collected, then the qualitative data analysis is carried out interactively and continues until it is complete, so that the data is saturated.

The data processing technique used is triangulation, which is a technique to determine the correlation between data from various data sources. The steps that will be carried out by researchers are as follows:

Data Reduction (Data Reduction)

At this stage the researcher selects and sorts the raw data that is still diverse to be grouped into the main issues according to the research focus. The goal is that the same data is immediately grouped into relevant sections and easy to trace when needed. Then the researcher changed the researcher's notes into written form (the results of the recordings and research notes). Next, the researcher rereads all the transcribed data carefully until they can find and retrieve important things that need to be recorded and coded.

Data Display (Data Display)

After reducing the data, the next step is to present the data in narrative form. The researcher presented the data with the aim of all data arranged in a systematic relationship pattern presented in the form of a brief description, written reports described in narrative form to facilitate and understand what happened, plan further work based on what was understood.

Drawing Conclusions and Verification (Conclusions : Drawing/verifying)

The last stage is making decisions on research questions. The data that has been compiled is associated with patterns, models, causal relationships and similarities with other opinions. The conclusion is made after the researcher considers that the research data is saturated and each addition of new data only means overlapping. Then, data verification is also carried out by asking for considerations from other parties that are related to the research, namely by asking for considerations from related parties, or by comparing data obtained from certain sources with other sources. Finally, the researcher draws a final conclusion to reveal the findings in the study.

Results And Discussion

Human Resources Development (HR) at the Ministry of Public Works and Public Housing has been launched since 1951 in Yogyakarta, then in 2015 based on the regulation of the Minister of Public Works and Public Housing Number 15/PRT/M/2015 the Human Resources Development Agency (BPSDM) was formed.) which houses the Water Resources and Construction Education and Training Center (PUSDIKLAT SDAK) which has the task of carrying out the preparation of technical policies and the implementation of education and training in the field of water resources and construction.

Based on the five-year development target (2015-2019) of the Directorate General of Water Resources which includes: a. Construction of 65 reservoirs, b. Construction of 1 million Ha of new irrigation network, c. Rehabilitation of 3 million ha of irrigation networks, d. Handling 200 thousand hectares of flood-prone areas, e. Provision of 67.52 m³/sec of raw water, f. The security of 500 km of coastal abrasion, and the implementation of the Asean Economic Community (MEA) have resulted in the opening of HR competition with other countries so that a PUPR ASN who has competence as a supervisor of construction work will oversee the implementation of government projects, so a State Civil Apparatus (ASN) is needed.) who are competent both in terms of quality and quantity in providing guidance to construction operators.

This study uses qualitative data with data collection techniques through observation, namely digging information from officials and training staff and collecting field data, interviews with 7 informants who have an important role in implementing education and training programs, collecting data through documentation. To ensure the validity of the data, the triangulation method is carried out, namely checking the correctness of the data by: (1) re-confirming all data to all data sources; (2) crosscheck data with data sources from different informants; (3) requesting feedback, input or assessment of field notes from observations to certain data sources, and (4) re-checking the validity of the data. Furthermore, the data is analyzed with data processing procedures as follows: a. data reduction, namely grouping relevant data so that it is easy to trace, b. data display, namely presenting data in the form of a narrative in the form of a report containing a brief description to understand what happened and plan the next steps, c. drawing conclusions and verification, namely data that has been compiled associated with patterns, models, causal relationships and similarities with other opinions. Verification is done by asking for consideration from related parties and comparing the data with other sources. Conclusions are drawn after new data overlaps to saturation which is determined as the final result of this study. data display, namely presenting data in the form of a narrative in the form of a report containing a brief description to understand what happened and plan the next steps, c. drawing conclusions and verification, namely data that has been compiled associated with patterns, models, causal relationships and similarities with other opinions. Verification is done by asking for consideration from related parties and comparing the data with other sources. Conclusions are drawn after new data overlaps to saturation which is determined as the final result of this study. data display, namely presenting data in the form of a narrative in the form of a report containing a brief description to understand what happened and plan the next steps, c. drawing conclusions and verification, namely data that has been compiled associated with patterns, models, causal relationships and similarities with other opinions. Verification is done by asking for consideration from related parties and comparing the data with other sources. Conclusions are drawn after new data overlaps to saturation which is determined as the final result of this study. Verification is done by asking for consideration from related parties and comparing the data with other sources. Conclusions are drawn after new data overlaps to saturation which is determined as the final result of this study. Verification is done by asking for consideration from related parties and

comparing the data with other sources. Conclusions are drawn after new data overlaps to saturation which is determined as the final result of this study.

The aims of this research are 1) To find out the Implementation of the Technical Training Program at the Water Resources and Construction Education and Training Center of the Ministry of Public Works and Public Housing, 2) To find out the obstacles in the Implementation of the Technical Training Program at the Water Resources and Construction Education and Training Center of the Ministry of Public Works and Public Housing? , 3) To find out efforts to overcome obstacles in the Implementation of the Technical Training Program at the Water Resources and Construction Education and Training Center of the Ministry of Public Works and Public Housing.

The results of data collection through observation are that the training program aims to develop and improve technical competence in the PUPR field to central or regional ASN related Organizational Units in this case the Directorate General of Water Resources and the Directorate of Construction Development and Training Centers where the implementation is based on (a) Needs Organizational Units (Achievements of Strategic Plans, National Priority Programs); (b) Problems that often occur in the field; (c) Application of new technology in infrastructure in the PUPR sector; (d) Competency Gap as a result of assessment and performance appraisal. The substantive training material on technical knowledge is in the form of case studies and field visits that are relevant to the training carried out.

The results of data collection through interview techniques to informants who are officials who have an important role in the implementation of training programs at the Water Resources and Construction Education and Training Center, the substance of the interview material adopts the Van Meter and Van Horn theory which is used as a reference in analyzing and developing the policy implementation model. which consists of six aspects, namely (1) Standards and policy objectives; (2) Resources; (3) Communication between organizations; (4) Characteristics of implementing organizations; (5) The attitude of the implementers; and (6) Social, economic and political environment. The results of the researchers' interviews with the informants, are as follows:

Questions related to policy standards and objectives, Interview with High Pratama Officials, namely Mr. Ir. Herman Suroyo, MT as the Head of the Water Resources and Construction Education and Training Center can be carried out on Wednesday, January 22, 2020, he stated that:

“The policy standards and targets are The Strategic Plan of the Ministry of PUPR through the Human Resources Development Agency to develop human resources in support of technical Organizational Units, especially those dealing with infrastructure, both roads, bridges, irrigation and housing.

The Acting Administrator, namely Mrs. Dr. Fitri Riandini, S.Si., MT as the Head of Engineering and Materials for Water Resources and Construction who was interviewed on Friday, January 17, 2020, is of the opinion that:

"Standards and policy targets of the Water Resources and Construction Education and Training Center in the preparation of technical training programs are to increase the competence of PUPR ASN both Central ASN and Regional ASN, in accordance with Law No. 5 of 2014 concerning ASN".

The Supervisory Officer for the Water Resources Sector, namely Mr. Soni Senjaya Efendi, ST., MT as the Head of the Sub-Division of Engineering and Materials for Water Resources Training I who was interviewed on Tuesday, January 14, 2020, argued that:

“Our policy standards refer to the regulations issued by the central government, in addition to the needs of the Organizational Unit as well as policy standards, for example because our target group is friends from the Directorate General of Natural Resources, automatically what Unor needs becomes a policy standard. In addition, the need for education and training becomes a standard in meeting needs in an effort to recruit participants according to the needs of the government. Meanwhile, the policy targets are addressed to the relevant Unor in this case the Directorate General of Natural Resources and the Directorate General of Construction Development who have prospective participants according to the needs of the Organizational Unit”.

On Thursday 23 January 2020 the Supervisory Officer for the Construction Sector, namely Mr. Firmansyah Pria Utama, ST, M.Si as the Head of the Sub Division of Engineering and Construction Services II Training Materials is of the opinion that:

"The standard and target of the policy for preparing technical training programs at the Natural Resources and Construction Education and Training Center refers to the Strategic Plan of the Ministry of PUPR which also adapts to conditions/problems encountered in the field as well as updates on science and technology. In essence, after participating in technical training organized by the Pusdiklat SDA and Construction, participants are expected to be able to apply the knowledge gained in order to solve the problems faced in their respective work units”.

Resource related questions, an interview with a Primary High Official, Mr. Ir. Herman Suroyo, MT at Wednesday 22 January 2020, said that “Employees in the Water Resources and Construction Education and Training Center are strived to always attend training to improve their competence, in addition to human resources, financial resources namely the availability of funds that are expected to support the success of effective implementation”.

Primary High Official, Mr. Ir. Herman Suroyo, MT, argues that “Coincidentally, the allocation of funds in the past three years has always decreased because of efficiency from the Ministry of PUPR and from the Ministry of Finance so that some of the proposed programs have not been realized. Water and Construction for one year. Evaluating and mapping the budget through DIPA (Table of Contents for Budget Execution) existing ones by prioritizing more important priority scales according to needs so as to be more efficient. This evaluation will be updated every quarter so that it is hoped that the target or program of activities and performance can be achieved”.

The Administrator and other Supervisory Officers are of the opinion that “the availability of funds at the Water Resources and Construction Education and Training Center is sufficient according to the previously planned allocation. The availability of funds in the program at the Water Resources and Construction Education and Training Center is sufficient in accordance with the previously planned allocation. The planning stage is carried out with careful calculations based on the results of discussions taking into account the needs of all fields. Changes can occur due to various reasons, but so far they can still be accommodated by adjusting the allocation of available funds by seeking budget efficiency and budget optimization in the training program itself”.

The Supervisor for Construction, Mr. Firmansyah Pria Utama, ST., M.si, who was interviewed on Thursday, January 23, 2020, said that “At the Natural Resources and Construction Education and Training Center, the availability of funds for program implementation is in accordance with the planned allocation of funds. The planning stage is carried out with careful calculations based on the results of discussions taking into account the needs of all fields. Changes can occur due to various reasons, but so far they can still be accommodated by adjusting the allocation of available funds by seeking budget efficiency and budget optimization in the training program itself”.

Questions related to organizational communication, an interview with a Primary High Official, Mr. Ir. Herman Suroyo, MT at Wednesday, January 22, 2020, he said that “We are always active in communicating either by way of administration (correspondence) or through telecommunications or through face to face, coming directly to hold meetings with the relevant organizational units, so that it is hoped that the activities carried out are in sync with what is expected by all organizational units. In terms of delivering information, we do it consistently, usually at the end of the year before the start of the fiscal year we prepare a work program and training calendar by inviting all organizational units to socialize the trainings that will be carried out including the training schedule. Then held outreach to several places in the area of the organizers' hall within the Human Resources Development Agency. The obstacles in the implementation of the technical training program according to the Primary High Officials are:

obstacles that still often arise, the first is that the number of participants is not in accordance with the order of the relevant organizational unit, the training schedule and post-training evaluation. Efforts to overcome these obstacles, firstly, we always evaluate the existing problems, both with the training center, with related and internal organizational units at the Water Resources and Construction Education and Training Center itself, secondly by making new innovations so that they can also participate in training but not been away from work for too long (through e-learning training)”.

Interview with the Acting Administrator, Mrs. Dr. Fitri Riandini, S.Si., MT who was interviewed on Friday January 17, 2022, that “Communication between the Education and Training Center for SDA & K and the organizational unit (Directorate General of Natural Resources) has been carried out consistently formally (by correspondence) and informally (via WA/telephone). In 2020, regular coordination meetings are planned every month to discuss upcoming training programs.” Constraints faced and efforts to overcome obstacles in the implementation of the technical training program he stated, that “The obstacles faced in the implementation of technical training programs at the Natural Resources and Construction Education and Training Center include: Lack of information related to the required training; and Inadequate timing of training. Efforts that can be made to overcome obstacles are more intensive coordination with organizational units.

Interview with Supervisory Officer for Water Resources, Mr. Soni Senjaya Efendi, ST., MT on Tuesday, January 14, 2020, explained that “Communication is the most important thing in carrying out every activity, in this case the Natural Resources and Construction Education and Training Center always maintains communication with the Water Resources Material Engineering with the Directorate General of Natural Resources, Construction Material Engineering with the Directorate General of Construction Development, especially on at the beginning of the year, usually by writing to hold meetings and also visiting in person to discuss the training plan and all needs in the implementation of the training. The obstacles in implementing the technical training program according to the Water Resources Sector Supervisory Officer are nothing more than the problem of the availability of modules that are

not yet complete, the busyness of the teachers who often clash with activities in other places and the problems of the participants themselves.

Interview with Construction Supervisor Mr. Firmansyah Pria Utama, ST., M.Si on Thursday, January 23, 2020, said that "Coordination with stakeholders has been carried out consistently by the Natural Resources and Construction Education and Training Center. Approaching the fiscal year, a training implementation coordination meeting was held by inviting representatives of the organizational units (in this case represented by the personnel department of each organizational unit). In this activity, discussions and questions and answers were held with the aim of being able to dig up as much information as possible about the training needs of the organizational unit so that it could be accommodated appropriately. Informal communication is also carried out in order to harmonize needs and fulfill them.

Questions related to characteristics of implementing organizations, interviews with High Pratama Officials, namely Mr. Ir. Herman Suroyo, MT on Wednesday, January 22, 2020 said that "The technical training program is carried out in accordance with the duties and functions of the Water Resources and Construction Education and Training Center in collaboration and coordination with the relevant Organizational Units in this case the Directorate General of Water Resources and the Directorate of Construction Development and the Training and Education Center to develop and improve technical competence in the PUPR field to the central or regional ASN. Not only Supervisory Officers, but Administrator Officers within the Human Resources Development Agency (BPSDM) are assessed by the Center for Competency Assessment and Performance Monitoring, so that their placement is in accordance with competence in their field.

Questions related to the attitude of the implementers, interviews on Friday the 17th January 2020 with the Supervisory Officer, Mrs. Dr. Fitri Riandini, S.Si., MT stated that "Vertical (to superior) and horizontal (to the relevant training centers/unor) delivery of training information has been carried out consistently through coordination meetings and preparation of the training calendar.

an interview with a Primary High Official, Mr. Ir. Herman Suroyo, MT as the Head of the Education and Training Center for Water Resources and Construction who was interviewed on Wednesday 22 January 2020 convey that:

"What is certain is that our policy will not be separated from the duties and functions of the Natural Resources and Construction Education and Training Center through the PUPR Ministerial Regulation No. Organization and Work Procedures of the Ministry of Public Works and Public Housing with the aim of developing and improving the technical competence of HR of the Ministry of PUPR and regions with the achievement of increasing the competence of employees or ASN and the performance of organizational units".

Meanwhile, according to the Supervisory Officer, Mrs. Dr. Fitri Riandini, S.Si., MT as the Head of Engineering and Materials for Water Resources who has been interviewed on Friday, January 17, 2020, stated that "Policy implementers understand the content and objectives of the policy that must be carried out. The policy implementers already know the procedures and procedures for the implementation of the training program, starting from the preparation of the schedule, calling participants, and determining teachers based on the direction of their superiors.

Interview with Supervisory Officer, Mr. Soni Senjaya Efendi, ST., MT as the Head of Sub Division of Engineering and Training Materials for Water Resources II, on Tuesday, January 14, 2020, that "The policy implementer of the Natural Resources and Construction

Education and Training Center has understood the content and objectives of the policy, namely in the implementation of the planned activities we already have the same frequency or an understanding with the same voice that which education and training should be prioritized." according to need, reciprocity and good cooperation in synergy with the Directorate General of Natural Resources and the Directorate General of Construction Development, in this case, which has prospective trainees that we mean".

The response from the policy implementers, in this case the training centers, of course support and always realize the implementation because the organizers are only for the implementation of training, so the response is very supportive.

Interview with the Head of Sub Division of Engineering and Construction Services Training Materials II, Mr. Firmansyah Pria Utama, ST., M.Sion Thursday, January 23, 2020, that "In general, policy implementers have understood the contents and objectives of the policies that must be carried out. This is very important in order to achieve the exact target of activities, outputs and policy targets and outcomes. With a good understanding is also expected to be a valid source of information for other parties.

Policy implementers can be said to be enthusiastic and responsive to the implementation of existing policies. This is indicated by continuous upgrading and adjustment of activities based on applicable policies.

The response from the Training Implementing Center that the technical training program organized by the Water Resources and Construction Education and Training Center is appropriate because it has been designed based on the needs of organizational units in the Ministry of Public Works and Public Housing through the Analysis of Training Needs (AKAD) report".

Interview with the Training Implementation Center, Mr. Dadang Karmen, SST., MT as the Head of the Water Resources and Construction Education and Training System Test Center who was interviewed on Thursday, January 16, 2020, he said that "The technical training program organized by The Education and Training Center for Water Resources and Construction is appropriate, because it is designed based on the needs of organizational units in the Ministry of Public Works and Public Housing through the Training Needs Analysis (AKAD) report.

Interview with PUPR Training Center Wil. IV Bandung, represented by the Head of the Organizing Section, Mrs. DeaNurul Lestari, SIP who was interviewed on Friday, January 17, 2020, said that "The technical training program at the Water Resources and Construction Education and Training Center is appropriate because it meets the needs of organizational units".

Interview with Training participants who are attending technical training on field supervision organized by the PUPR Wil Training Center. IV Bandung, in this case represented by Mr. Firman Harry Permana from the PUPR Service of Subang Regency who was interviewed on Friday, January 16, 2020, responded that "The technical training program at the Water Resources and Construction Education and Training Center is based on standard training with a training program that required, adjusted to the established lesson hours and competencies determined by the Ministry.

Information obtained through opening the website bpsdm.pu.go.id, which has been scheduled for one year running for each Training Center.

The summons based on the Organization Unit's Letter of Order (SP) will be closed so that it does not include many participants who can be included. Not necessarily there is

readiness in the SP that was sent. By taking into account the available budget with the quota at the training center and the conditions set for participating in the training.

Questions related to the social, economic and political environment,

Interview with the Head of the Education and Training Center for Water Resources and Construction, namely Mr. Ir. Herman Suroyo, MT on Wednesday, January 22, 2020, said that "Technical training programs have a huge impact on economic conditions because of policies, especially training, as well as the innovations that we develop according to the needs of organizational units to support the acceleration of infrastructure development, be it roads, bridges, irrigation, housing, flats and so on. If the infrastructure can be completed quickly because its human resources are competent, the economy will automatically increase, both the economy from industry, road and bridge transportation, agriculture through irrigation as well as housing can improve the community's economy.

The results of data collection through documentation techniques, researchers conducted a study of documentation regarding data or documents in the Water Resources and Construction Education and Training Center. Documentation study of the data available at the Education and Training Center for Water Resources and Construction such as in the Profile of the Education and Training Center, the Government Agency Performance Accountability Report (LAKIP) of the 2019 Water Resources and Construction Education and Training Center and the Post-Training Evaluation Report and related laws and regulations existing policies in the Pusdiklati Water Resources and Construction. The following is performance achievement data based on the Government Agency Performance Accountability Report (LAKIP) of the Water Resources and Construction Education and Training Center for the 2019 Fiscal Year.

Table 4. 1 Strategic Plan Achievements Up to 2019

ACTIVITY TARGET	Unit	Target	Realization					Amount	Difference	
			2015	2016	2017	2018	2019			
1 Management Support	Report	26	14	12	20	31	22	99	+	73
2 Trained civil servants	Person	6,700	22	-	14	4,807	3,907	8,759	+	2,050
3 Development of Education Patterns, Techniques, Curriculum and Education Modules	Document	114	12	24	38	18	23	115	+	1
4 Educated ASN	Person	1,767	455	465	467	350	178	1,915	+	148
5 Construction, Improvement, Renovation of Facilities and Infrastructure	M2	4,174	2,874	1,300	120	3,575	4,801	12,670	+	8496
6 Equipment and Supplies	Unit	1.023	1.072	247	159	384	102	1,964	+	941
7 Internal Service	Service	6	-	-	2	2	2	6		0
8 Office Service	Month	60	12	12	12	12	12	60		0

Source: LAKIPSDAK Education and Training Center in 2019

Based on the table above, it can be concluded that the achievement of the Strategic Plan for the Training and Education Center for Water Resources and Construction in 2019 has met the target and even exceeded what was planned. This means that the performance of the Water Resources Education and Training Center and construction has been going well.

In addition to LAKIP data, the researchers also managed to collect data through the Post-Training Evaluation Report in the Field of Evaluation and Reporting of the Water Resources and Construction Education and Training Center in 2019. The following is a report on the results of the implementation of the Post-Training Evaluation of Water Resources and

TA Construction Sector. 2019 at the Citarum River Basin, Bandung, which will be held on Tuesday, September 24, 2019 at 09.00 WIB. The target respondents for the post-training evaluation were taken from 3 aspects, namely: Alumni training in 2018, colleagues from training alumni and Leaders/superiors of training alumni through distributing questionnaires and interviews, as shown in the table below:

Table 4.2 Recapitulation of Post-Training Evaluation Activities in the Field of Natural Resources and TA Construction. 2019 at BBWS Citarum

Hall Name	Number of 2018 Training Participants	Number of Attendees	Number of Participants Who Filled Out the Application	Alumni assessment of peers	Supervisor's Assessment of alumni
BBWS Citarum	49	23	23	51	7

Source: Post-Training Evaluation Report in Natural Resources and Construction Sector 2019

Based on the results of the Post-Training Evaluation Report in the Water Resources and Construction Sector in 2019 which was processed through a post-training evaluation application, that the alumni of the training participants initially had low abilities before joining the training and felt significant benefits from participating in the training. This means that the alumni of the training participants experienced progress after attending the training.

The following is a discussion of the results of data processing on the Implementation of the Technical Training Program at the Water Resources and Construction Education and Training Center of the Ministry of Public Works and Public Housing, namely Research conducted based on the Van Meter and Van Horn theory which is used as a reference in analyzing and developing a policy implementation model. which consists of six aspects, namely (1) Standards and policy objectives; (2) Resources; (3) Communication between organizations; (4) Characteristics of implementing organizations; (5) The attitude of the implementers; and (6) Social, economic and political environment.

The discussion of the research results through observations, interviews and documentation that has been carried out by researchers, are as follows:

Policy Standards and Objectives

Policy standards and objectives are details of the objectives to be achieved through the policy along with the standards to measure its achievement (Van Meter and Van Horn).Based on the results of the research, that the implementor has implemented the technical training program clearly and in accordance with the standards that have been set.

Policy standards on technical training programs at the Water Resources and Construction Education and Training Center are implemented based on Law No. 5 of 2014 concerning State Civil Apparatus (ASN), Government Regulation No. 11 of 2017 concerning Management of Civil Servants, Circular Letter of the Human Resources Development Agency (BPSDM) No. 2 of 2019 concerning General Guidelines for the Implementation of Technical Training in the Field of Public Works and Public Housing, and the Strategic Plan of the Ministry of Public Works and Public Housing through the Human Resources Development Agency(Organization Unit Needs, National Priority Programs). The regulation takes into

account the problems that often occur in the field, the application of new technology in the PUPR infrastructure and the Competency Gap as a result of the assessment and performance assessment.

Meanwhile, the policy target of the technical training program at the Water Resources and Construction Education and Training Center is the State Civil Apparatus (ASN) for Public Works and Public Housing (PUPR), both Central ASN and Regional ASN, in accordance with Law No. 5 of 2014 concerning Apparatus State Civil Service (ASN).

Resource

Policy implementation is not only on standards and targets, but also provides resources used to facilitate administration. The intended resources include funds and incentives that are expected to support effective implementation (Van Meter and Van Horn).

The results of data processing through documents in the Water Resources and Construction Education and Training Center that human resources The ones in the Water Resources and Construction Education and Training Center are adequate and of course supported by their competencies and expertise.

The availability of funds in the program at the SDA and Construction Education and Training Center is quite in accordance with the previously planned allocation because it has been designed in the previous budget plan. What has been planned is really what will be done in the coming year.

Budget efficiency in implementing activities at the Water Resources and Construction Education and Training Center, among others, by evaluating and mapping the budget through the existing Budget Implementation List (DIPA) by prioritizing more important priority scales according to needs. Optimizing existing Human Resources (HR) and assigning HR according to their competencies, so that resources including funds can support effective implementation.

Inter-Organizational Communication

The implementation of a program needs support and coordination with other agencies. For this reason, coordination and cooperation of agencies is needed for the success of a program. A good relationship/communication will get a good implementation as well (Van Meter and Van Horn).

Communication is needed so that policy implementers will be more consistent in implementing every policy that will be implemented in society. The better the relationship/communication between the parties involved in policy implementation, the smaller the error will be.

The Education and Training Center for Water Resources and Construction maintains a consistent relationship/communication with other organizations. Communication is carried out formally (by correspondence) and informally (via WA/phone) or by visiting him in person to discuss the training plan and any needs in the implementation of the training.

Information dissemination was also carried out by conducting outreach to several places in the area of the organizers' hall within the Human Resources Development Agency. In addition, the Water Resources and Construction Education and Training Center has an information facility in the form of an electronic application called e-Training. All information about the training program is complete in the application. Not only training programs but training participants can find out the training calendar, training schedule, teachers, and even training participants can register online through e-Training. Information about the training program can be found on the website: <https://bpsdm.pu.go.id/diklat>.

In the implementation of the technical training program at the Water Resources and Construction Education and Training Center, researchers still found findings that were considered to be still not optimal in inter-organizational communication. This is evidenced by the lack of information related to the required trainings, inappropriate timing of training, the number of training participants who do not meet the requirements, the availability of incomplete modules, the busyness of the teachers who often clash with activities in other places.

Characteristics of Implementing Organizations

The bureaucratic structure is considered characteristic, the characteristics are related to the ability and criteria of staff at the supervisory level (control) hierarchy towards sub-unit decisions in the implementation process. Formal and informal relationships between implementers and policy makers (Van Meter and Van Horn).

The Bureaucratic Structure in the technical training program at the Water Resources and Construction Education and Training Center, namely the Human Resources Development Agency as a coach, Organizational Units (Directorate General of Natural Resources, Directorate General of Construction Development) as customers and beneficiaries, Water Resources and Construction Education and Training Center as a Training Provider and Training Center PUPR Area as the Executor of the Training.

The position holders (supervisory officers) in the Water Resources and Construction Education and Training Center are mapped based on the results of the assessment conducted by the Human Resources Development Agency through the Center for Competency Assessment and Performance Monitoring. So the job holders are selected according to their competence and placement according to their field. This means that the relationship between the capabilities and criteria of supervisory level staff on sub-unit decisions in the implementation process has been going well.

Formal and informal relations between implementers and policy makers run consistently. It is proven in the delivery of information on training programs vertically (to superiors) and horizontally (to the relevant Education and Training Center / Unor) which is carried out through coordination meetings and preparation of the training calendar. Preparation of work programs and training calendars by inviting all organizational units to socialize the trainings to be carried out including the training schedule.

Attitude of Executors

This variable concerns the perceptions of the implementers in which the policy is delivered. The elements that influence the implementer in implementing the policy, among

others, are: Understanding and knowledge of the content and objectives of the policy; Implementer's response to policy implementation; The intensity of the implementer's response (Van Meter and Van Horn).

Based on the results of the interview that the policy implementing organization has understood the content and objectives of the policy that must be carried out. In implementing the activities planned, the Water Resources and Construction Education and Training Center has the same frequency or an understanding with one voice that which training should be prioritized according to need, reciprocity and good cooperation in synergy with the Directorate General of Natural Resources and the Directorate General of Construction Development in it has potential trainees.

The policy implementers are familiar with the procedures and procedures for implementing the training program, starting from the preparation of the schedule, calling participants, and assigning teachers based on the direction of their superiors.

Likewise, the response of policy implementers to policy implementation is quite good. The intensity of communication between policy implementers and superiors runs smoothly.

Social, Economic, and Political Environment

This variable explains whether the economic resources are sufficient; The influence of the policy on the existing socio-economic conditions; Public response to policies; Elite support for implementation.

Based on the results of the study that the influence of policies on economic conditions is very influential, because the policies, especially training and innovations developed by the Water Resources and Construction Education and Training Center are in accordance with the needs of organizational units to support the acceleration of infrastructure development, be it roads, bridges, irrigation, housing, flats and so on. If the infrastructure can be completed quickly because the human resources are competent and have expertise in their field, the economy will automatically increase, both the economy of industrial products, road and bridge transportation, agriculture through irrigation as well as housing can improve the community's economy. A good training program will increase a person's competence in carrying out their duties,

Public response responded favorably with the existence of a technical training program. This can be seen by regional heads who ask for cooperation in education and training, be it training in the procurement of goods and services, technical training related to problems that exist in the area such as landslide management, flood prevention and so on, so that the response from the public is it's quite good.

The results of the research and discussion on constraints in the implementation of technical training programs at the Water Resources and Construction Education and Training Center of the Ministry of Public Works and Public Housing are as follows. The implementation of public policies assumes that the role holders who are directly involved have the necessary or very relevant information to be able to played its role well. This information does not exist, for example due to communication problems (Bambang Sunggono, 1994: 149-153). Based on the results of interviews, the obstacles faced by the Center for Water Resources and Construction Education and Training in the implementation of technical training programs are:

1. The number of participants does not match the warrant of the relevant organizational unit,
2. Lack of information regarding the required training,
3. Inadequate timing of training
4. Availability of incomplete modules,
5. The busyness of the teachers who often clash with activities in other places.

Efforts to Overcome Obstacles in the Implementation of Technical Training Programs at the Water Resources and Construction Education and Training Center of the Ministry of Public Works and Public Housing are as follows:

1. Efforts to overcome the shortage of participants by creating new innovations (Blended-learning training), with the intention that participants can attend the training but do not stay away from work for too long.
2. In overcoming the lack of information related to the training needed, namely by conducting evaluation and more intensive coordination with related organizational units (Directorate General of Natural Resources and Directorate General of Construction), with training and internal training centers at the Water Resources and Construction Education and Training Center, with the aim of technical training programs that will be held can be delivered and run according to the needs of the organizational unit,

Submission of information by inviting all organizational units to socialize the trainings to be carried out including the training schedule. Then held outreach to several places in the area of the training center within the Human Resources Development Agency. Submission of information through the e-Training application which can be viewed on the website <https://bpsdm.pu.go.id/diklat>.

3. Implementation time by increasing the implementation of training in the first semester (January to June), with the aim of avoiding the busyness of participants in the Directorate General of Water Resources and the Directorate General of Construction Development, so that in the second semester there are not many participants.
4. Availability of modules by reviewing modules that are no longer updated by looking for formulas, forms and looking for the latest regulations and other sciences that can better promote training modules are really in accordance with current conditions.
5. Availability of Widyaiswara, by using teachers from Functional Officers, Full Functional Positions, Full Widyaiswaras, Full Structural Officers, Experts, Academics or other experts according to the relevant training field, and Structural Officers of Organizational Units.

Conclusion

The results of research and discussion regarding the Implementation of the Technical Training Program at the Water Resources and Construction Education and Training Center of the Ministry of Public Works and Public Housing, based on the Van Meter and Van Horn theories which are used as references in the policy implementation model which consists of six aspects, namely (1) Policy standards and objectives; (2) Resources; (3) Communication between organizations; (4) Characteristics of implementing organizations; (5) The attitude of the implementers; and (6) the social, economic and political environment, it can be concluded that the Implementation of the Technical Training Program at the Water Resources and

Construction Education and Training Center has not run optimally, because there are still problems that hinder the implementation of policies, specifically on aspect number three of communication between organizations, namely as follows:

1. Policy standards and targets, from the implementation of technical training programs that the implementor has implemented technical training programs clearly and in accordance with established standards.
2. Resources, from the implementation of this program that policy makers have maximized policy resources such as optimizing existing human resources and assigning human resources according to their competencies. The availability of funds in the program at the Water Resources and Construction Education and Training Center is sufficient in accordance with the previously planned allocation.
3. Communication between organizations, from the implementation of this program there are still obstacles that are the lack of information related to the training needed, the timing of the training is not appropriate, the number of training participants who do not meet the requirements, the availability of modules that are not complete, the busyness of the teachers who often clash with activities elsewhere.
4. Characteristics of implementing organizations, the Water Resources and Construction Education and Training Center already has a clear bureaucratic structure and the formal and informal relationships between implementers and policy makers run consistently.
5. The attitude of policy implementers has understood the content and objectives of the policies that have been set. The policy implementers already know the procedures and procedures for implementing the training program, and the alumni of the training participants have made progress after attending the training.
6. The social, economic and political environment, seen from the indicators of the social, political and economic environment of the implementation of this program regarding the social and political environment has supported the existence of the program. The influence of policies on economic conditions is very influential, because policies, especially training and innovations developed by the Water Resources and Construction Education and Training Center are in accordance with the needs of organizational units to support the acceleration of infrastructure development.

The obstacles faced by the Water Resources and Construction Education and Training Center in the implementation of the technical training program are:

1. The number of participants does not match the warrant of the relevant organizational unit,
2. Lack of information regarding the required training,
3. Inadequate timing of training
4. Availability of incomplete modules,
5. The busyness of the teachers who often clash with activities in other places.

Efforts made to overcome obstacles in the implementation of technical training programs at the Water Resources and Construction Education and Training Center are as follows:

1. Lack of participants by making new innovations (training)Blended-learning),
2. Lack of information related to the training needed by conducting more intensive evaluations and coordination with organizational units and training and education

centers as well as internally at the Water Resources and Construction Education and Training Center,

Submission of information by inviting all organizational units to socialize the trainings to be carried out including the training schedule. Dissemination to several places in the training center area within the Human Resources Development Agency. Submission of information through the e-Training application which can be viewed on the website <https://bpsdm.pu.go.id/diklat>.

3. Implementation time by increasing the implementation of training in the first semester (January to June), with the aim of avoiding the busyness of participants in the organizational unit, so that in the second semester there are not many participants.
4. Availability of modules by reviewing modules that are no longer updated by looking for formulas, forms and looking for the latest regulations and other sciences that can better promote training modules are really in accordance with current conditions.
5. Availability of Widyaiswara, by using teachers from Functional Officers, Full Functional Positions, Full Widyaiswaras, Full Structural Officers, Experts, Academics or other experts according to the relevant training field, and Structural Officers of Organizational Units.

Based on the results of this study, the suggestions that can be given by researchers to improve technical training programs are:

1. The Water Resources and Construction Education and Training Center must be more consistent in terms of coordination and cooperation with organizational units.
2. The need for commitment from organizational units regarding the availability of participants to release participants during the learning process and assign job responsibilities to other employees.
3. There is a need for a policy that the organizers have a Training Needs (KAD) program to prepare training reserve programs, especially to accommodate the closest and regional organizational units.
4. The Circular Letter of the Human Resources Development Agency (BPSDM) regarding Guidelines for the Implementation of Training should be more consistent.
5. The organizational unit must have an updated database related to the training to be carried out.