

# Trainer Competence in Learning Management at the Social Welfare Education and Training Center of the Ministry of Social Affairs

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## Abstract

**Purpose:** This research aimed to describe the Competence of Lecturers in Managing Learning at the Social Welfare Education and Training Center of the Ministry of Social Affairs.

**Research methodology:** This research was a descriptive research method with a qualitative approach. Data sources were determined by snowball sampling, where the data analysis procedure used was an interactive model from Miles.

**Results:** The Social Welfare Training and Education Center of the Ministry of Social Affairs has implemented learning management competencies as abilities that Widyaiswara must have in planning, compiling, implementing, and evaluating learning concerning Widyaiswara Competency Standards.

**Conclusion:** Widyaiswara prepare GBPP and SAP, adapting materials from the Ministry of Social Affairs to meet participants' needs. Adult learning principles are applied based on time allocation. They engage participants through questioning and focus on intrinsic motivation. Evaluations are process-based, with Widyaiswara handling pre- and post-test preparation.

**Limitations:** This study has two limitations; 1) It only researched one Widyaiswara competence, namely learning management and not using the substance, personality, and social competencies; 2) Informants only come from the Ministry of Social Welfare Education and Training Center and have not included informants from the Social Welfare Education and Training Center in each region.

**Contribution:** The study's findings are intended to be used to make suggestions to institutions, policymakers and interested parties so that improvements can be made to the implementation of the Education and Training at the Social Welfare Education and Training Center of the Ministry of Social Affairs.

**Keywords:** *Learning Management Competence, Ministry of Social Affairs, Social Welfare Education, Widyaiswara Competence*

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## 1. Introduction

At the Center for Education and Training for Social Welfare of the Ministry of Social Affairs, there are 20 instructors (Widyaiswara), consisting of 6 principal instructors, 4 senior instructors, 3 junior instructors, 2 first-level instructors, and 5 prospective instructors. These data and conditions, when linked to the Regulation of the Minister of State Apparatus and Bureaucratic Reform of Indonesia Number 22 of 2014, indicate that Widyaiswara competencies include the expertise, skills, and abilities

required to perform their functional roles. These competencies encompass learning management, content mastery, personality, and social competencies, with supporting sub-competencies in learning management as follows: (1) preparing the Outline of the Learning Program (GBPP)/curriculum design and instructional design for education and training subjects (RBPMD), as well as lesson plans (SAP); (2) organizing teaching materials; (3) applying adult education principles; (4) actively and effectively engaging participants; and (5) evaluating learning outcomes (Prawitasari & Sartika, 2020). Hamzah (2017) emphasizes that Widyaiswara competencies in learning management require primary attention and appropriate solutions to ensure participant satisfaction in education and training programs.

This focus on Widyaiswara competencies in learning management has generated various debates from both conceptual and contextual perspectives, as outlined below (Apriani, Saepudin, & Saripah, 2022; Widyastika & Jannah, 2017). From a conceptual standpoint, previous research by Rani, Mahmud, Naro, and Ismail (2022) demonstrated that the learning management variable of Widyaiswara has a positive and significant influence on the quality of educational services at the Geological Training Center in Bandung. This finding is consistent with Siahainenia (2014) study, which reported a significant effect of training management competencies on learning success at the Regional Training Agency of West Java Province. Further supporting evidence was provided by Susetyowati (2019) and Khairany (2023) who found that the level of competency in learning management is directly associated with the success of Widyaiswara, either independently or through education and training programs at the Regional Human Resources Development Agency of Central Java Province.

On the other hand, despite the relevance and strength of existing research on Widyaiswara competencies in learning management, Huda (2018) and Suryani, Febriani, Yuherman, Widia, and Wulandari (2022) found that although Widyaiswara competencies in learning management generally comply with the Regulation of the Head of the National Institute of Public Administration Number 5 of 2008, several Learning Program Outlines (GBPP) still do not include reference components related to learning materials, particularly in technical and functional education and training programs.

From a contextual perspective, Huda (2018) observations of Widyaiswara's abilities in managing training and learning activities reveal several persistent issues: (1) the pedagogical approach is still applied rather than an andragogical approach, which is influenced not only by the Widyaiswara but also by the passive responses of training participants during the learning process; (2) learning activities are sometimes monotonous, limited to material descriptions delivered through lectures; (3) in learning planning, such as the preparation of Learning Program Outlines (GBPP) or Instructional Design Frameworks (RBPMD), references related to the learning materials are often not included; and (4) the use of learning media is suboptimal, for example when PowerPoint presentations are reduced to text-heavy bullet points, whereas PowerPoint should function to highlight key discussion points that are then elaborated upon by the presenter. Based on the above background as well as the identified conceptual and contextual issues, the novelty of this study lies in its specific and focused examination of Widyaiswara competencies in learning management at the Social Welfare Training Center of the Ministry of Social Affairs (Banuwa & Susanti, 2021; Thalib, Suaib, Lawani, & Aldi, 2024).

The competency-based approach to education and training is appealing in terms of common-sense reasoning and the persuasive power of its discourse (Down, Smyth, & Robinson, 2019; Hodge, Mavin, & Kearns, 2020). Competence is a favorable and modern term; everyone supports standards, and no one supports incompetence (Edwards, 2016). Klieme and Hartig (2008) argue that the use of the term competence in the social sciences has three independent origins: Weberian sociology, Chomsky's linguistic theory, and the functional-pragmatic tradition.

Furthermore, Koeppen, Hartig, Klieme, and Leutner (2008) explain that the functional-pragmatic tradition in American psychology, which has developed since the late 1950s, aims to move beyond behaviorism and psychometric research on intelligence. In Weber's perspective, competence refers to legal responsibility accompanied by appropriate enforcement mechanisms, whereas in linguistics and psychology, competence is understood as the capacity and readiness to perform (Harahap & Yosepha, 2025).

Minister of Administrative and Bureaucratic Reform Regulation Number 22 of 2014, Chapter I, Article 1, paragraph (2), defines the functional position of Widyaiswara as a position assigned with duties, responsibilities, and authority to educate, teach, and train Civil Servants. These duties include the implementation of Civil Servant education and training, the assessment and development of education and training programs, as well as education and training activities in the field of government conducted at education and training institutions (Napitupulu, 2020; Priatna, 2020).

Furthermore, Article 1 paragraph (3) stipulates that a Widyaiswara is a Civil Servant appointed as a functional official who holds the responsibilities, obligations, authority, and rights to carry out Civil Servant education and training activities, assessment processes, and the development and production of education and training programs within government education and training institutions (Commey, Kokt, & Hattingh, 2020).

According to the Regulation of the Head of the National Institute of Public Administration Number 5 of 2008, learning management competence is defined as the ability of Widyaiswara to prepare, design, implement, and evaluate learning activities. The required competencies include the following:

1. Preparing Learning Program Outlines and Lesson Plans (Anggrella, Izzati, & Sudrajat, 2023).  
Widyaiswara are required to develop Learning Program Outlines (GBPP/RBPMO) and Lesson Plans (SAP). To meet this competency indicator, Widyaiswara must be able to:
  - a) prepare concise summaries;
  - b) determine the objectives of education and training programs;
  - c) design learning exercises aligned with the objectives of the education and training subjects taught;
  - d) determine subject matter and subtopics; and
  - e) allocate appropriate time for each learning activity.
2. Developing Teaching Materials.  
Widyaiswara must have the capacity to:
  - a) organize teaching materials in a systematic manner;
  - b) develop teaching materials based on learning objectives; and
  - c) select appropriate role models that align with the learning context.
3. Applying Adult Learning Principles.  
Widyaiswara are expected to:
  - a) clearly communicate general and specific learning objectives;
  - b) deliver learning materials consistently in accordance with the learning plan;
  - c) actively participate in and facilitate the learning process; and
  - d) manage the classroom effectively.
4. Actively and Efficiently Engaging with Participants (Kolhekar, Shah, & Jadjav, 2021).  
Widyaiswara must be able to:
  - a) apply effective communication strategies; and
  - b) use instructional tools skillfully according to the learning situation.
5. Inspiring Participants' Learning Motivation (Cotterill, 2015).  
Under this sub-competency indicator, Widyaiswara should be able to:
  - a) identify participants' interests in the topics being discussed;
  - b) implement learning methods and approaches that are appropriate to participants' conditions and the learning materials; and
  - c) provide opportunities for participants to express feedback and arguments.
6. Learning Assessment.  
Widyaiswara must assess participants' comprehension and absorption of learning content in accordance with the recommended sub-competency indicators.

## 2. Research Methodology

This study employs a descriptive research method with a qualitative approach. Wekke (2022) defines descriptive research as a data collection process that provides a depiction or description of a concept or phenomenon and answers questions regarding the current status of the research topic. Accordingly, this study adopts a qualitative analytical approach. Subhaktiyasa (2024) further explains that qualitative

methods focus on understanding individuals and identifiable patterns to generate meaningful data from written or spoken sources, which are collected through observation, interviews, and document analysis. The data collection methodology in this study follows three main stages: entering the research setting (getting in), engaging within the research field (getting along), and recording the data (logging the data).

Data collection was conducted by the researcher using two techniques as proposed by (Sugiyono, 2019):

- a) Observation, in which the researcher observes actions and interprets the behavior of the research subjects; and
- b) Interviews, which aim to obtain in-depth information from participants based on their understanding of specific situations and phenomena.

The selection of data sources was carried out using a snowball sampling technique, whereby subsequent informants were identified based on information obtained from previous informants. Consequently, at the initial stage of the research, the researcher was unable to determine in advance the exact number or identity of informants to be included in the study (Neuman, 2013) . The data analysis procedure applied in this study follows the interactive model developed by Miles (1994) and Pirinen (2015), as illustrated in Figure 1.

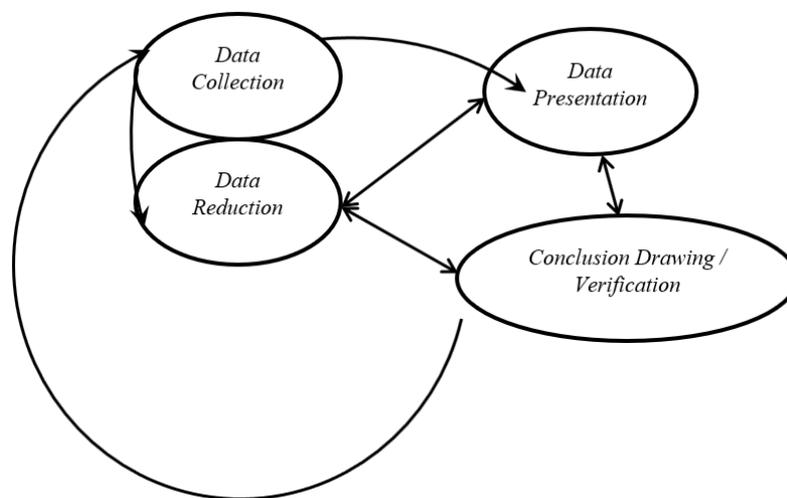


Figure 1. Components of the Interactive Data Analysis Model  
Source: (Miles, 1994)

Based on Figure 1, the components of the interactive data analysis model can be explained as follows:

- 1 Data Collection  
Since data analysis allows researchers to immediately reduce and display data, as well as to make comparisons in order to enrich the data, the data collection component constitutes an essential part of the data analysis process.
- 2 Data Reduction  
After all data have been collected, data reduction or data analysis is conducted. This process involves filtering the data by emphasizing simplification and transformation of field data into focused and meaningful summaries.
- 3 Data Display  
Data display aims to organize the reduced data so that the overall picture can be clearly observed. All relevant information is compiled and structured into an integrated and applicable format.
- 4 Conclusion Drawing / Verification  
Initial research findings may be tentative or subject to change. However, when field data are accurate and consistent, the conclusions drawn at an early stage are validated through credible and reliable evidence.

Referring to the theoretical review and relevant policy framework, this study adopts the following research framework:

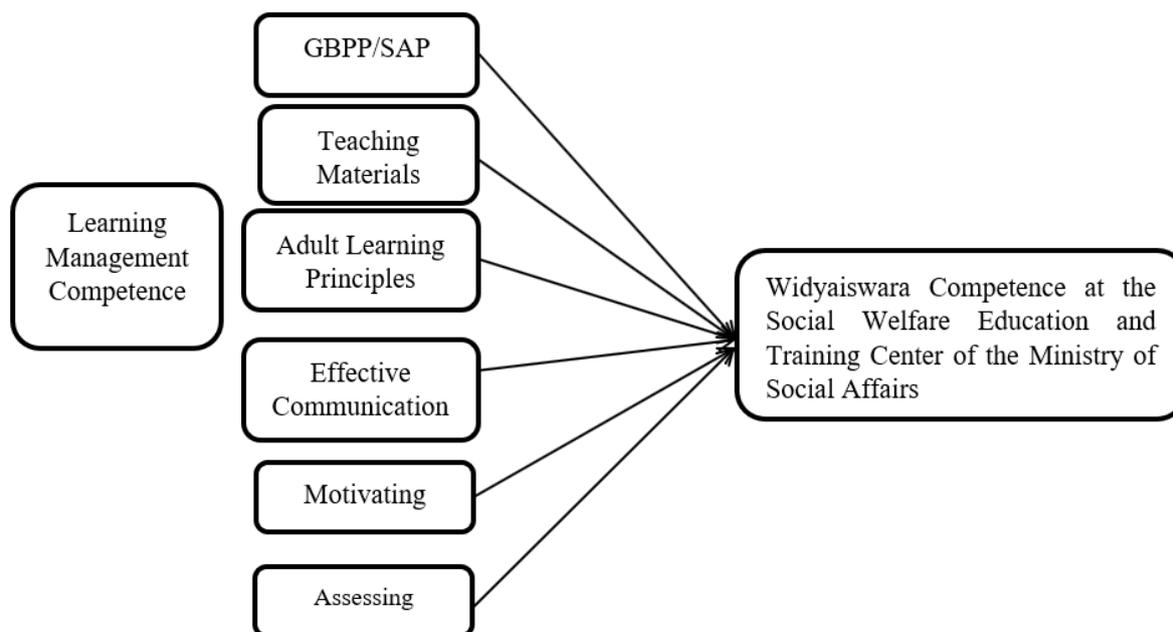


Figure 2. Research Conceptual Framework

### 3. Results and Discussion

An overview of Widyaiswara competencies in managing learning activities at the Social Welfare Education and Training Center of the Ministry of Social Affairs is presented as follows:

#### 3.1 Preparation of GBPP and SAP

Suparman (1997) explains that the Learning Program Outline (GBPP) represents a formulation of learning objectives and core materials. The GBPP includes a list of topics covering general objectives and discussion subtopics, procedural outlines, and the allocation of instructional hours required to achieve learning objectives. Information regarding the training title, time allocation, thematic overview of the training program, training learning objectives, subjects and subtopics, as well as evaluation metrics was obtained through observations and interviews, supported by documentation from the GBPP and Lesson Plans (SAP) at the Social Welfare Education and Training Center of the Ministry of Social Affairs. Based on the findings, clear indicators of success were identified within the GBPP and SAP, which assist Widyaiswara in implementing learning practices that are relevant to the materials completed by training participants.

Furthermore, Widyaiswara have developed instructional media within the GBPP and SAP, enabling both Widyaiswara and training administrators to design learning tools and media that facilitate the delivery of educational and training materials to participants. During the implementation of education and training programs, Widyaiswara frequently reuse existing GBPP documents for similar training programs. However, the reused GBPP and SAP are consistently based on outcomes or recommendations derived from previous training evaluations. Adjustments to the GBPP and SAP are also made to accommodate the needs of training participants, as well as to align with the allocation of time and training facilities.

#### 3.2 Developing Teaching Materials

Lastri (2023) states that educators in this context, Widyaiswara are required to develop teaching materials that enhance the effectiveness of training programs while remaining aligned with predetermined learning objectives. Based on observations and interviews with informants, the researcher found that the teaching materials used in training programs at the Social Welfare Education and Training Center of the Ministry of Social Affairs are primarily developed by the central module development team. This practice is closely related to the institutional mandate of the Social Welfare Education and Training Center.

The teaching materials are derived from official training modules and supplemented with additional references that are adjusted to the learning content relevant to the education and training programs delivered by Widyaiswara. By utilizing module-based materials complemented by relevant references aligned with specific training subjects, Widyaiswara are able to comprehend the full scope of current informational content and facilitate meaningful and productive learning experiences, while consistently adhering to the established learning objectives.

### ***3.3 Implementing Adult Learning***

Mau, Saenom, Martha, Ginting, and Sirait (2022) explains that adult learning is an initiative aimed at enhancing individual capacity, voluntarily undertaken by learners and not intended to become their primary activity. Based on observations and interviews, it was found that the implementation of adult learning principles is adjusted to the time allocation of education and training programs.

For training programs with shorter durations, particularly those covering regulatory-related materials, learning activities are predominantly delivered using interactive lecture methods. In contrast, training programs with longer time allocations employ more varied learning processes, incorporating activities such as games and interactive exercises to enhance participant engagement.

### ***3.4 Applying Effective Communication***

Findings from observations and interviews indicate that effective communication is actively applied at the Social Welfare Education and Training Center of the Ministry of Social Affairs during education and training activities. This includes: (1) the use of questioning techniques to further explore participants' awareness and engagement throughout the learning process; and (2) the collection of information regarding participants' prior experiences before learning activities are conducted individually or in group settings.

### ***3.5 Motivating Training Participants***

Based on observations and interviews, it was found that motivating training participants primarily involves stimulating intrinsic motivation. In addition, other motivational strategies include the use of ice-breaking activities, energizers, role-playing, and simulations. These approaches are employed to foster enthusiasm, maintain participant engagement, and support an active learning atmosphere throughout the education and training process.

### ***3.6 Evaluating Education and Training Learning***

Based on observations and interviews with informants, it was found that learning evaluation is conducted through questions designed to assess the extent to which participants understand the learning content during the education and training process. In addition, observations are made of participants' outputs produced during the learning activities to understand their competencies and learning progress. Regarding pre-test and post-test evaluations, Widyaiswara are responsible only for developing the test items, while the implementation and processing of evaluation results are carried out by the education and training organizers.

## **4. Conclusion**

The following conclusions can be drawn from the observations and discussions:

- a) Widyaiswara prepare Learning Program Outlines (GBPP) and Lesson Plans (SAP) that include the training title, training topics, required time allocation, description of training materials, learning objectives, core materials and subtopics, discussion activities, system indicators, instructional tools/media, and learning methods to be applied during the training.
- b) Most learning materials used by Widyaiswara in training activities are developed by the central module development team at the Social Welfare Education and Training Center of the Ministry of Social Affairs. Widyaiswara adapt summaries and modules to deliver content more effectively and in accordance with the needs and expectations of training participants. Given the available time allocation, the implementation of adult learning principles is adjusted accordingly.

- c) Widyaiswara generally interact with training participants by posing questions to ensure their understanding and willingness to engage in the learning process.
- d) Efforts to encourage participants' learning enthusiasm primarily emphasize intrinsic motivation.
- e) Widyaiswara predominantly apply process-based assessment in training evaluations. This means that Widyaiswara assess the learning process itself. They are responsible only for preparing pre-test and post-test questions, while the training committee is responsible for administering the tests and processing the evaluation data.

### Limitations and Future Research

This study was conducted in accordance with scientific research standards; however, several limitations should be acknowledged: The study focused solely on one dimension of Widyaiswara competence, namely learning management competence, and did not include substantive, personal, and social competencies as stipulated in the Regulation of the Minister for Administrative and Bureaucratic Reform of the Republic of Indonesia Number 22 of 2014. The informants were limited to those from the Social Welfare Education and Training Center of the Ministry of Social Affairs and did not include informants from the Regional Social Welfare Education and Training Centers.

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