

The Pattern of Education and Training Organization at the Financial Education and Training Center of Malang City, East Java, Indonesia

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Abstract: Financial Education and Training Center (BDK) of Malang is one of the education and training institutions under the Ministry of Finance of the Republic of Indonesia. The implementation of the education training held by the institution is not necessarily held at the decision of the head of the office. But through the stage of need assessment to various institutions under the ministry of finance to be submitted as a work program or education training program for one budget year. The learning process in education and training is emphasized more on the development of the trainee skills. The results showed that: BDK Malang has the characteristics of the training supported by human resources that work in accordance with the existing SOP above it. Considering that this institution works in accordance with the SOP, Malang City Financial Education and Training Center cannot develop an independent type of education training subject that is open to the public. The management and development process of Education and Training in BDK Malang arranged in 2 complementary stages. The education and training programs organized by BDK Malang have a pattern that is quite different from the education and training in other places.

Keywords: education, training, financial education, training center

I. INTRODUCTION

The more advanced development of the era demands every individual to follow the changing times. For individuals who do not follow the development of science and technology will certainly miss information. The progress of science and technology is like two blades that are equally sharp. The progress of science and technology which is accompanied by the increasingly rapid globalization of the world brings its own impact to the world of education (Masyud, 2015).

Sometimes the speed is not accompanied by the readiness of the human resources to be able to receive and manage properly. Even though human resources in educational institutions are factors that play a role in realizing quality education (Maisyaroh, 2015). Entering the era of globalization, the demand for financial information transparency is increasing, both from users of internal and external financial reports (Ilma, 2015).

Management of human resources who are competent, reliable, transparent, and able to compete in the global era is absolutely necessary today. In the world of education, human resource development should be based on the following principles: is a requirement that is in accordance with internal dynamics and external demands of the organization, carried out by design in accordance with organizational development planning, and not carried out solely on individual (personal interest) consideration of the employee concerned (Satori, 2007).

All elements of society both from the private sector and the government should be able to encourage the changes in the acceleration of development in all fields. Government officials are required to be able to provide good services to the public. This is related to the demands to fulfill the bureaucratic ethics that serves to provide services to the community. With good organizational governance it will guarantee the creation of quality commitments,

accountability, away from corruption, and upholding public ethics. Syakhroza (2003) states good corporate governance as a mechanism for organizational governance in managing organizational resources efficiently, effectively, economically or productively with the principles of openness, accountability, responsibility, independent and fairness in achieving organizational goals.

The need for an organization to streamline the work and accelerate employee or staff work can be conducted through various forms of activities, from the obligation to carry out advanced education that is formal up to non-formal education. However, to implement the formal education require a lot of time and money. To deal with these problems, non-formal education, in the form of education and training, is chosen as an alternative to solve problems in the organization or institution.

Nowadays a lot of education and training is conducted by various organizations, institutions, and agencies. Training is an activity that is designed to improve employee performance in the work that is being carried out (Philip, 1991). Meanwhile, another opinion was expressed by Gomes (2003) which states that training is often equated with the term development which refers to learning opportunities designed to assist the development of workers.

Education and training is held with the intent and purpose to provide a number of knowledge, skills and attitudes needed by the training participants in an organization or to improve their ability to carry out certain activities. The forms of education and training are organized by various institutions. Various methods and techniques they apply to achieve the objectives of the training, among others: training programs at the workplace (on the job training), training in the classroom, and the implementation of education training in the education training centers, simulation training using laboratory setting equipment.

In addition, currently there has also been an outdoor training model in the form of outbound

management training. This training method focuses more on developing skills in the areas of organizational management and personal development that are simulated through games that can be felt by participants with the aim of increasing motivation and confidence (personal development), creative thinking (innovation), sense togetherness, as well as mutual trust.

Cartwright (2003) states that education and training aims to enable workers or staff to carry out their current work better be able to carry out work in the future, develop and make staff more comfortable to develop with the institution. While Handoko (2010) stated that training and development programs were designed to improve work performance, reduce absenteeism and turnover, and improve job satisfaction. Whatever the form of training, absolutely everything aims to facilitate work in the organization, make changes in a better direction.

Training management includes all activities that are directly intended to achieve training objectives. The process is divided into 3 stages, namely the planning stage, the implementation stage and the evaluation and follow-up stages. In management terminology, the evaluation function includes the role of planning, organizing, and implementing. In training activities also needed human resource development strategies that require evaluation.

Evaluation in training BPPK is needed to find out the effectiveness of the training. If the evaluation can be carried out properly, many parties will get benefit. For example, for a training that implements evaluation in the process of its activities, it can be known the various weaknesses and strengths of the training. This research was appointed to find out the pattern of education and training organization in BDK Malang.

The consideration of the selection of research locations was carried out at the Financial Education and Training Center namely refers to the history of its formation, which is based on the Minister of Finance Regulation Number 184/PMK.01/2010 on Organization and Work Procedure of the Ministry of Finance, Chapter XV explained that Financial Education and Training Agency (Badan Pendidikan dan Pelatihan Keuangan / BPPK) has the task of carrying out education and training in the field of state finances in accordance with the policies established by the Minister of Finance and based on the prevailing laws and regulations.

BPPK in its development carried out its functions to: (1) preparation of technical policies, education and training plans and programs in the field of state finance; (2) implementation of education and training in the field of state finance; (3) monitoring, evaluating, and reporting the implementation of education and training in the field of state finance; and (4) implementation of the Financial Education and Training Agency administration. The BPPK is an echelon I unit under the Ministry of Finance.

BPPK has eight echelon II units, namely the Secretariat of the Agency, Human Resources Development Education Training Center (Pusdiklat

Pengembangan Sumber Daya Manusia / PSDM), Budget and Treasury Education Training Center (Pusdiklat Anggaran dan Perbendaharaan), Tax Education Training Center (Pusdiklat Pajak), Customs and Excise Education and Training Center (Pusdiklat Bea dan Cukai), Public Financial Education Training Center (Pusdiklat Keuangan Umum), and Financial Balance and State Wealth Education and Training Center (Pusdiklat Kekayaan Negara dan Perimbangan Keuangan / KNPK), as well as the State College of Accountancy (Sekolah Tinggi Akuntansi Negara / STAN).

The BPPK also has a Financial Education and Training Center unit which is an echelon III, all of which are located in eleven places, namely Medan, Pekanbaru, Palembang, Cimahi, Yogyakarta, Malang, Denpasar, Pontianak, Balikpapan, Makassar, and Manado. The BPPK education and training program was developed based on the analysis of education and training needs (Analisis Kebutuhan Diklat / AKD). AKD is the main and first step to diagnose the needs of user unit.

This process is an initial milestone for the preparation of an accurate design of an education and training program so that it could realize the right target education and training, the right substance and the right strategy to achieve the objectives formulated. The accuracy of the education and training program organized with the needs of the user unit continues to be a major concern given the rapid development and dynamics that occurred.

As a consequence from the performance focus on the revenue side, existing human resources that have high enough quality and above average will be assigned to the relevant sections. With the expected competency demands, the gap that occurs in the field is expected to be reduced. Conditions like this often occur because generally new employees work vigorously but are still looking for form and confidence, while senior employees need to be pumped up with enthusiasm and attitude towards a better direction.

II. METHODS

This study uses a qualitative approach with the type of case study design. The reason for using the approach is because the object of research is in the form of processes, activities or actions that need to be carried out in-depth observation. In addition, a qualitative approach is chosen because this approach requires a process to search for the meaning of a phenomenon to be studied.

The location of this research at the Malang City Financial Education and Training Center. The selection of this location is based on the consideration that: (1) the organization of the training held at the Malang City Financial Education and Training Center is a well-structured training in its management; (2) the success of a training, the benchmark can be seen from the management process; and (3) knowing to what extent the pattern of training organization at the Financial Education Training Center in Malang City can be carried out well.

III. RESULTS

Education and training (*diklat*) is one of the main activities carried out at the Malang Financial Education and Training Center in addition to other educational activities, namely PKN STAN. As was mentioned at the beginning that the Malang Financial Education and Training Center is one of the financial Education and training institution under the auspices of the Ministry of Finance of the Republic of Indonesia, especially in East Java region. There are various types of education and training activities carried out, especially those related to financial education and training or education and training that are intended for employees of the Ministry of Finance.

The Financial Education and Training Center has prepared various kinds of education and training activities from various Pusdiklat which are under the auspices of the Ministry of Finance, among others: First, The HR Development Education and Training Center has the task of fostering education, training and human resource development in the areas of rank, competence and leadership, fostering the implementation of competency tests, and implementing scholarship management based on technical policies set by the head of the agency.

In performing its tasks, the HR Development Education and Training Center carries out the functions: (1) planning and programming, curriculum assessment and development, implementation, evaluation and reporting of the education performance, human resource training and development in the field of ranking and enhancing competencies, as well as preparing and developing the teaching staff competencies; (2) planning and programming, assessment and development, implementation, evaluation and reporting of competency test performance; (3) planning, preparing and monitoring the implementation of scholarship programs in domestic and abroad; (4) planning and programming, curriculum assessment and development, implementation, evaluation and reporting of education and training performance in the field of leadership, as well as preparation and development of teaching staff competencies; and (5) implementation of administrative affairs, finance, household, asset management, staffing and public relations.

Activities originating from the PSDM Education and Training Center and listed in the 2016 education and training calendar agenda is Self-Development Seminar activities which will be held on October 10, 2016. This implementation involved 100 participants from Ministry of Finance employees. This number is the amount stated in 2016 education and training calendar, revision IV and does not rule out the possibility the number can be reduced or increased in the future.

Second, Budget and Treasury Education Training Center (Pusdiklat Anggaran dan Perbendaharaan) has the task of fostering state financial education and training in the field of budget and general treasury based on technical policies

established by the head of the agency. In carrying out its duties, the Budget and Treasury Education and Training Center carries out functions: (1) assessment of state financial education and training in the budget and general treasury fields; (2) planning, preparation and development of state financial educational and training programs in the field of budget and general treasury; (3) preparation and development of the state financial education and training curriculum in the field of budget and general treasury; (4) preparation and development of state financial teachers competencies in the budget and general treasury fields; (5) state financial education and training organization in the budget and general treasury fields; (6) evaluation and reporting on the performance of state financial education and training in the budget and general treasury fields; and (7) implementation of administrative affairs, finance, household, asset management, staffing and public relations.

IV. DISCUSSION

A. Education and Training

Training nowadays has become a terminology that is familiar to most circles. Because every institution both government and private sector tends to organize training to improve the competence of its human resources. Competence is defined as a combination of knowledge, skills, values and attitudes reflected in the habit of thinking and acting (Mulyasa, 2003).

Training has a very diverse definition. Some people consider that training is carried out in formal course institutions only. However, this cannot be justified; Kamil (2010) argues that training is learning related to the development of certain short-term skills in which the final award of training is a certificate, not a diploma or degree. Based on this definition, it can be concluded that the purpose of training is to improve individual skills to support their duties and functions within the organization and in the lives of individuals themselves. Training can be carried out in various places, including at the Education and Training Center and at the Job Training Center.

The Malang Financial Education and Training Center is one of the education and training institutions under the Ministry of Finance of the Republic of Indonesia. BDK Malang provides training for employees under the Ministry of Finance of the Republic of Indonesia in the field of Budget and Treasury, Customs and Excise, Taxation, State Wealth of Financial Balance, General Finance, and Empowerment of Human Resources.

The implementation of the education training held by the institution is not necessarily held at the decision of the head of the office. But through the stage of need assessment to various institutions under the ministry of finance to be submitted as a work program or education training program for one budget year. Based on the opinion of Kaswan (2011) states that needs assessment is the first step in training design, if not done well, however good the training method or learning environment, training will not achieve the results or financial benefits expected by

the company. Because the implementation of education and training is based on clear objectives, the planning and implementation of education and training must be adjusted based on the objectives to be achieved.

The implementation of education and training is considered important to provide new knowledge and strengthen the understanding of how employees work that can support the performance of the company or institution. Kaswan (2011) states that training (education and training) specifically focuses on providing specific skills to help employees improve deficiencies in performance. So that in the implementation of tasks and performance functions in an institution, it is necessary to evaluate to measure the extent of the quality of employees to build harmony in the work environment.

Hamalik (2007) states training has educational, administrative and personal functions. Educational function refers to the capacity enhancement to organizations or institutions. The administrative function refers to the fulfillment of the administrative requirements required of each employee. And personal functions emphasize personality coaching and personal guidance to overcome difficulties and problems in work.

From these functions, training is still considered to be a strategic step to develop human resources in related institutions or organizations. In its implementation, there are several stages in the implementation process to produce quality training in the form of preparation stage, implementation stage, and evaluation stage. Based on the article written by Zakarija (2005) the training process starts from the identification process of the education and training, the preparation process for education and training, the organization of education and training until evaluation of the education and training.

Design is an important factor for the success of education and training, while evaluation is a benchmark for measuring the success of the education and training that has been held. The implementation of education and training is slightly different from the implementation of learning in formal institutions. In education and training, learning is emphasized more on the activities of training participants based on their experience in carrying out their profession.

This is more beneficial to participants' confidence in overcoming problems that will be faced later. This statement is in accordance with Zakarija (2005) states this participant-centered training approach can show tangible benefits in the learning process. This approach departs from the assumption that participants know better and understand their problems, a trainer only helps in the learning process.

In this approach, a trainer provides a supportive environment for participants to explore, fight and explore their thoughts, so that they gain real insight, according to their problems. With learning that emphasizes the involvement of participants as above, and then the output of the education and training followed is very useful and really improves the competency of the training participants.

B. Organization Pattern of Education and Training

In each organization of training the management is absolutely necessary in the field of training. Good management will produce quality products. Koontz & O'Donnel (1992) stated that management is an effort to achieve a certain goal through the activities of others, thus a manager conducts coordination on a number of other people's activities which include planning, organizing, placement, movement and control.

1. Education and Training Planning

In the implementation of education and training, the first thing to be prepared is the planning activities. This planning activity is the initial activity carried out with Identification of Education and Training Needs (Identifikasi Kebutuhan Diklat / IKD) at each institution under the finance ministry. From the IKD activities, there was a performance gap from employees which was then proposed to be recommended for certain education and training. In addition, IKD produces data on fulfillment needs for competency gaps both hard competency and soft competency.

Then the Financial Education and Training Agency (Badan Pendidikan dan Pelatihan Keuangan / BPPK) held an education and training program harmonization to coordinate the organization of the education and training program.

From the IKD harmonization report, the Pusdiklat coordinated with echelon I to formulate the Program Terms of Reference (Kerangka Acuan Program / KAP), Outlines of the Learning Program (Garis-garis Besar Program Pembelajaran / GBPP), Learning Events Unit (Satuan Acara Pembelajaran / SAP), curriculum preparation involving resource persons from Echelon I, preparation of learning materials, preparation of teacher recommendations, validation of education and training programs, meetings for preparation of education and training, preparation of Office stationery, etc.

To meet the needs of education and training such as catering, laundry, Office Stationery, and modules, it is conducted by auction. So that at the time of the implementation of the education and training, the organizer only needs to send a letter of request for needs, which the payment will be done every 3 months.

Planning for the preparation of the education and training program is carried out by sending a letter requesting participants to the Pusdiklat which later the reply letter mentioned are will be the names of the participants who will take part in this education and training. The names in the reply letter from the Pusdiklat are then sent to the staffing of each office to be assigned to participate in this training. Participants who are recommended in the education and training program must fulfill the requirements that must be completed and the party that gives the task providing the assignment letter and official travel letter to the the education and training organizer.

2. Education and Training Organization

During the education and training activities, learning was emphasized more on the development of participant skills. Teachers or trainers can be taken from outside the institution if the education and training emphasizes skills. During the education and training, the instructor is always active in delivering the material that is in accordance with the module that has been distributed, but there are some prints in the module that are not clear enough so that the participants lag behind in participating in the education and training.

To reduce the boredom of the participants during the learning process, the instructor applied educational games that aimed to solve the boredom and stress felt by the participants during the learning activities took place without reducing the understanding of the material that had been delivered previously. Trainer also apply quizzes by giving rewards to participants who successfully answer questions.

During the training activities, participants are required to obey the rules of education and training, rules of the BDK, could enjoy the facilities in the training hall, get the office stationary equipment, and accommodation. During the education and training, every Tuesday and Friday morning the education and training participants are required to follow gymnastics so that health during the training keep maintained.

3. Evaluation of Training and Education

Training evaluation consists of: (1) face-to-face evaluation. This evaluation is an oral evaluation taken from 2 participant representatives to convey their impressions and messages during the education and training activities. In this evaluation, participants were allowed to convey existing shortcomings both in terms of infrastructure and services; (2) written evaluation, is an evaluation carried out in writing, either in curriculum evaluation, service delivery, evaluation services, study rooms, dining and consumption rooms, supporting facilities and infrastructure, dormitories and laundry. In this evaluation sheet, participants are given the opportunity to provide input for evaluation material in BDK Malang; (3) evaluation of learning, evaluation of learning is divided into 2, namely the evaluation of the practice carried out in each education and training subject which is carried out during 1 hour of training. In addition, evaluation of learning with a comprehensive exam that covers the overall examination of the education and training subject in writing; and (4) trainer evaluation (*widyaiswara*), carried out at each instructor and the education and training courses taught, this trainer evaluation is carried out in writing.

This overall evaluation will be tabulated by the evaluation party which is then processed into numbers and attached to the education and training report. Evaluation of the education and training organization received a good appreciation from all participants, either from the education and training organization, education and training facilities and education and training material. Evaluation in terms of education and

training organization is very good, either in terms of facilities provided, picket service, consumption services, and laundry services. This is in accordance with the submission of evaluations submitted by participants in the face-to-face evaluation and written evaluation of organization. There were a number of complaints from the participants which were related to the absence of mosquito repellent drugs in each room.

4. Supporting and Constraints Factors

The implementation of the education and training program held at the Malang Financial Training Center has many supporting factors, especially coming from the education and training institutions. These supporting factors among others: (1) the establishment of cooperation and familiarity between employees; (2) giving participants the opportunity to take an active role in training activities; and (3) good communication between the institution, committee, instructor and participants.

The constraints that often arise in training are as follows: (1) lack of coordination between the education and training organizers; (2) assignments or appeals that collide on the same object so that they are confused in choosing to obey the task or appeal from the different staff; (3) the place of education and training and the organizers' room are far apart so the committee often goes back and forth between the education and training organization place and the organizer's room to meet the needs of the education and training; and (4) the implementation time of the education and training program which sometimes passing the break time or the break time for the implementation of the education and training program is too short.

5. Strengths and Weaknesses

The implementation of the education and training activities at the Malang Financial Education and Training Center almost all went smoothly and successfully. This can be concluded through one of the success indicators of education and training wherein the average evaluation instrument participants gives points above four. The number four is a reflection of the good category, so the number four is the minimum standard for the evaluation of the education and training organization. Malang Financial Education and Training Center is also believed to be one of the best education and training institutions especially in the field of retirement preparation.

This can be seen from the beginning of the retirement education and training preparation scheduled to have three batches but due to the many requests from various institutions and echelons within the scope of the ministry of finance so that the institution decided to add two more batches to the retirement preparation education and training which is to be fourth and fifth batch.

As well as the advantages mentioned above, the Malang Financial Education and Training Center institution also has the advantage namely at DTU Kesamaptaan education and training. This education and training has several advantages including: (1)

DTU Kesamaptaan for the work area of Denpasar Financial Education and Training Center, it has been delegated to be carried out at the Financial Education and Training Center of Malang. The reason why this training cannot be carried out in the Denpasar area is because Denpasar Financial Education and Training Center does not have cooperation with the TNI as in BDK Malang.

So, implementation of Kesamaptaan should be in one place in Financial Education and Training Center of Malang; (2) Samapta education and training becomes one of the special education and training because the implementation takes approximately one month; and (3) the material presented was about how to survive in various fields and conditions in accordance with the work demands of DJBC employees.

The implementation of the education and training program in Malang Financial Education and Training Center, there is always a duty officer on duty to supervise the implementation of the education and training program and meet all training needs by always alert in the area outside the front of the education and training room. However, not all picket officers can carry out their duties properly. Many picket officers are often not in their assignment so that if there is an obstacle during the process of the education and training implementation it cannot be handled properly. There are several education and training which require formal processions at each opening session and closing of the education and training.

However, this was not balanced with good preparation from the organizing committee. This can be seen from the opening and closing of several education and training which were prepared in a hurry so that the formation of the committee in charge was decided based on their willingness to be involved as officers in the event. Teaching materials are important sources of knowledge used in the education and training learning process in BDK Malang.

The module is a part of the teaching material that is distributed to each training participant. However, there are several modules which the contents its old and have not been corrected in accordance with the existing developments. This made the curiosity and enthusiasm of the participants in following the training decreased. As a result of the old module, participants felt that by joining the training program they would not get much additional knowledge. This will certainly disrupt the implementation of the next training activity process.

V. CONCLUSION

The results showed that: BDK Malang has the characteristics of the training supported by human resources that work in accordance with the existing SOP above it. Considering that this institution works in accordance with the SOP, Malang City Financial Education and Training Center cannot develop an independent type of education training subject that is open to the public.

The management and development process of Education and Training in BDK Malang arranged in 2 complementary stages. The education and training programs organized by BDK Malang have a pattern that is quite different from the education and training in other places.

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