

The Implementation of Coaching and Mentoring on Basic Training For Civil Servant Candidates (CPNS) in Religious Education and Training Center Semarang

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Abstract

This study examines the application of the Coaching and Mentoring Model to the Civil Servant Candidates' (CPNS) Basic Training at the Religious Education and Training Center Semarang. The objectives of study are to know (a) the application of the coaching and mentoring model for the preparation of the actualization report (b) the impact of the application of the model, and (c) the strengths and weaknesses of this Coaching and Mentoring model. The study uses a descriptive qualitative approach based on program evaluation. The data collected mainly through observation, interviews, and documentation. The results of this study indicate that the mentoring model for the preparation of proposals and actualization is carried out by coaches and mentors through learning, mentoring, and consulting. The impact is positive. There is a match between actualization with the needs of the institution, the ease of participants in preparing plans, implementation, and actualization report. As for the advantages of helping participants recognize the potential of the participants, the implementation is more flexible because the coach is the participant's teacher and the mentor is the participant's immediate supervisor. The weaknesses is that there is no guidance book for both coaches and mentors so that both coaches and mentors lack coordination between coaches and mentors, less coaches mentoring to participants because of the number of coachee is a relatively large number, and there are different knowledge among the coaches, and lack of common perception among coaches in the preparation of actualization and reports.

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INTRODUCTION

Education and Training have a strategic role in improving the quality of professional apparatus resources with competencies, attitudes, and behaviors - soft skill development - borrowing the language of Sudana et al (Sudana, 2015: 19-24) - according to their expectations and functions in certain positions. *CPNS* Basic Training is one type of training that aims to "build moral integrity, honesty, enthusiasm and motivation of nationalism and nationality, superior personality character and responsibility, and strengthen professionalism and field competence" (Head of State Administration Agency Regulation No. 12 years 2018). To be able to achieve that goal the implementation of the training pattern has changed, where each participant must be able to actualize and habituate the values gained from the training.

The reality of the implementation at the Semarang Religious Education and Training Center showed that more than 80% of the participants observed by the author stated that they had problems in writing their actual design and report.

This study aims to determine: (1) the implementation of mentoring on the preparation of actual *CPNS* training participants in the Semarang Central Education and Training Center (2) The impact of implementing the implementation of the actualization report preparation on *CPNS* basic training participants (3) Acceptance of mentoring on the preparation of actual *CPNS* basic training reports according to participants, coaches, mentors and training providers.

Several studies on *CPNS* Pre-service Training show that in the Manado Religious Training Center there is no conformity in the number of widyaisyara and the use of methods to get a less convincing response (Tulung, 2014: 12), Research (Wahyudi et al., 2017) about the level of quality of Pre-service Training in BKD Banjarbaru using the Servqual method, which is designed to analyze customer expectations and

perceptions. As well as the gap between the two on the service quality dimension. While Yanto Suharto (2019) conducted research on the implementation of the *CPNS* Pre-service Training, but on the item analysis. Putri Wulandari (2019) wrote about e-learning and the level of satisfaction in a case study on the implementation of *CPNS* training at the training center for developing and mapping the competencies of state civil servants, while Johan Tarru (2019), analyzed the role of coaching in *CPNS* basic training using quantitative paradigms, using quantitative paradigms, with analyze using the Spearman correlation test. From some of the previous studies it can be concluded that there has not been any research that examines the Assistance Model in the drafting and actualization reports of participants in Class III *CPNS* Basic Training.

In contrast to previous studies, this article portrays the mentoring of coaches and mentors in *CPNS* training in a new pattern consisting of in the job training when learning at the training venue and making the actualization design, and on the job training when actualizing in the workplace and reporting actual results of actualization. previously it had not been applied in *CPNS* trainings.

METHOD

This article is the result of a qualitative research based on an evaluation program with a case study on Basic training batch 1 and 5 *CPNS* 2019 at the Semarang Religious Education and Training Center. This research was conducted by analyzing the basic training guidance document, then observing the mentoring process of coaches and mentors then supplemented by interviews with coaches and mentors.

Then the questionnaire was distributed about the mentoring model of coaches and mentors to mentors, coaches, and participants to obtain data on the impact and acceptance of the mentoring program. In addition, it is also equipped with evaluation data from the training. The data that has been obtained is then analyzed by qualitative descriptive analysis through data

reduction and interpretation based on the evaluation program of the Sidney Dunder model.

RESULTS AND DISCUSSION

Implementation of CPNS Basic Training Assistance in the Religious Training Center

Implementation is a general process of administrative action after setting goals and objectives for a program (Akib, 2010). Program organizers must be selective and make careful planning, in addition it must pay attention to 'supporting factors and inhibiting factors that have been identified, so that the failure of policy implementation can be eliminated' (Nadhirin, Ety & Cahyo, 2017). Implementation of this assistance, aims to facilitate training participants in the habituation agenda.

The term mentoring in English uses coaching and mentoring, both of these have a slightly different meaning but have the same goal of being able to encourage empowerment, recognize self potential and develop it (Widyakusuma, 2013). This basic training facilitation bridges the gap between the participants' actualization and habituation understanding.

Coaching is a process of supporting learning and development followed by improving performance. Meanwhile, mentoring is help or guidance given to someone so that they can create changes in knowledge, thinking or working that is useful. (Widyasari, 2014).

In the first batch of Basic training, 1 coach accompanied 10 participants, conducted face-to-face, followed by whatsapp group. While in class V, 1 coach accompanied 20 participants. From the results of the interview with the Head of Administrative Section Mr.H. Abdul Wahib Amsa, M.H, said that this decision was taken because of the many activities and the lack of teaching staff.

From the observation of the researchers the implementation of the assistance carried out by the coach can be described as follows:

In the first batch, the training was conducted at the Semarang Diversity Education and Training Center Office, and the number of

assistants was 1:10 so the participants were more intense in communicating, participants using mentoring sheets were conducted face-to-face in class. Each participant meets his coach more than 5 times, looking for free time on the sidelines of learning or at night. The coach helps participants in drafting the actualization, especially in the writing outline, determining core issues and applying ANEKA values (Accountability, Nationalism, Public Ethics, Quality Commitment, Anti Corruption).

As stated by one of the lecturers who became coach in the first batch, Masfifah:

"The implementation of mentoring and the actualization report is done synergistically between the coach and the mentor, it happens that my house is close to the office, so whenever we have the chance to meet, we meet to guide the actualization design"

Meanwhile the results of another interview with coach Nikmatul Alfiyah stated "participants also conducted coaching on making actualization reports in their workplace using WA or email" Coach V class Ahmad Subhan, using the blended method in mentoring that is combining face-to-face and online.

The implementation of the mentoring coach aims to enable participants to make an actualization plan. The search for the issue begins with Environmental Scanning. Problem Solving. Analysis (Utomo et al., 2017). In the basic training implementation guidelines do not contain mentoring guidelines, so the implementation depends on the ability of each coach to assist participants. The standard of assistance to be achieved or the method of assistance used is still very subjective depending on the activeness of the coaches and their respective participants.

Based on the description of the implementation of assistance in the following CPNS basic training, it is reviewed from the perspective of management science, education and training theory, and mentoring theory. To analyze the implementation of the assistance can be illustrated through the following scheme:

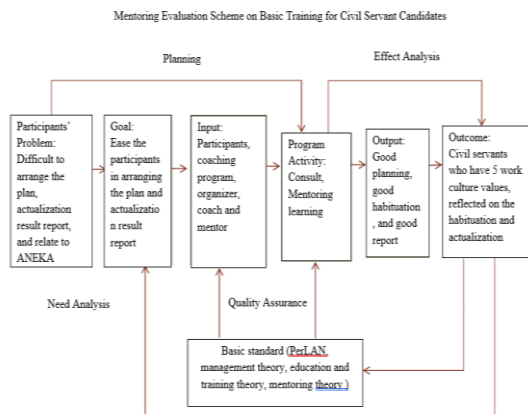


Figure 1. Mentoring Evaluation Scheme on Basic Training for civil Servant Candidates

The scheme is as a flow of evaluation of assistance in Basic training CPNS IN Semarang Religious Training Center. Assistance departs from a problem that basic trainees face difficulties in drafting changes between these difficulties, namely the determination of issues to be raised, systematic design, actualization of workplaces and reporting. From these problems, the Education and Training Violations program mentoring coaches and mentors for participants. The coach is the participant's guide in the training session, Widyaiswara and the Mentor is the participant's immediate supervisor.

The purpose of facilitating the coach is to facilitate participants in preparing the actualization plan and implementing and preparing the report. Preparation of the design is based on CPNS training material demands, while the selection of issues is adjusted to the conditions of the tasks and functions of participants in their workplaces, then mentor guidance is carried out in this case.

The assistance activities include guidance, consultation, and mentoring, while the output of the assistance activities is the actualization of the design and implementation of the actualization and reporting. The outcome is the acceptance of participants, coaches, mentors and stakeholders about the actualization and habituation of the trainees and their reports. This outcome is also in the form of a change in the mindset of training

participants to become civil servants who have the character of 5 working cultures of the Ministry of Religion employees, namely integrity, professionalism, innovation, responsibility and example. Furthermore, this will be seen from the management perspective, training, and assistance as well as its impact. In other words to borrow the phrase (Helen Chin, 2008) in the title of the article "Making a fresh start: coaching or mentoring as early performance management strategies can turn challenging situations into opportunities for change"

Management Perspective

This discussion is only focused on the implementation of assistance in the perspective of management functions according to Terry as quoted by Sugiyono which consists of planning, organizing, actuating, controlling, (Sugiyono, 2016: 14).

Chewwes as quoted by Usman (2013: 148) states that the education planning process includes: "(1) Assessing Needs, (2) Formulating goals and objectives (3) Formulating policies and priorities, (4) Determining projects (5) Testing feasibility (6) Implement plans, (7) Assess and revise future plans "

The planning of assistance in the CPNS basic training in the Semarang Education and Training Center has been carried out through preparatory meetings, mentoring schedules, and appointment of mentors, but has not yet reached the involvement of mentors, so mentors do not optimally know the roles and objectives of the design and actualization of CPNS. As a result, there are still designs that are not in line with expectations. This weakness can actually be overcome by compiling a mentor's guidebook so that although the mentor is not present at the basic training planning meeting, the mentor can find out in advance the role and function in mentoring basic training participants.

The process of testing the feasibility of the actualization design plan has been carried out in the actualization design test. This exam involves speakers, coaches and mentors. It was in this design exam that a decent design was followed up

by trainees to be practiced in their respective institutions according to their positions.

In terms of organizing, specifically the organization of human resources has been carried out by forming a committee accompanied by the duties and functions of each committee. In terms of organizing activities have been neatly scheduled.

In terms of monitoring evaluation, the new institution evaluates the program in general, whereas this assistance has not been specifically evaluated. In order to be fulfilled by the management aspect, it is better for the coach and mentor to be accompanied by an evaluation so that the strengths can be increased and weaknesses can be minimized.

Coaching Perspective

Training as defined by Rivai (2004: 226) is a systematic process of changing employee behavior to achieve organizational goals. From the definition above, *CPNS* training is intended to shape the behavior of prospective civil servants in the country towards behavior that reflects moral integrity, honesty, enthusiasm and motivation of nationalism and nationality, superior and responsible personality traits, and strengthening professionalism.

As for functional education and training basically has a function of the process of cultural transformation, personal formation, the process of preparing citizens and the process of preparing labor (Umar Tirtarahardja and La Sulo (2005). In the *CPNS* Ministry of Religion's basic training, the transformation of culture to be achieved is transforming five cultural values Ministry of Religion's work: integrity, professionalism, innovation, responsibility, role model The formation of the work culture for example is reflected in the independent assignment by basic training participants, doing academic evaluations in accordance with their own abilities, without cheating on each other, keeping the hostel clean together, implementing each activity with responsibility In the context of mentoring, the task given by the mentor or coach to compile the actualization report and design also constitutes

the formation of integrity, responsibility, innovation, and example.

On the other hand, the function of forming basic training personalities is also intended to form accountability, nationalism, public ethics, commitment to quality and anti-corruption. In forming these personalities, the role of the companion ensures actualization in accordance with the plan, so as to guarantee accountability of actualization carried out by participants. Likewise in the formation of participant nationalism, mentors ensure that the activities carried out are in accordance with applicable laws and regulations, and do not violate norms in society or public ethics.

In addition to providing material face to face, the formation of this character is also created under deliberate conditions in the process of habituation. The habituation process is a process of habituation of participant actualization by creating situations and conditions (persistence life situation) in which must be related to the values obtained in the training. Participants get used to behaving so that they form themselves through the process of internalization, and personified through certain interventions by mentors and coaches.

This actualization process begins with the internalization of the values obtained in the training, then actualization then becomes habituation. In this implementation, of course there are obstacles, because it requires a personal strategy and approach, in this case the role of the mentor becomes indispensable, because the mentor who is the supervisor of the participant has the authority to intervene in the activity.

Mentoring Perspective

Assistance is a training and empowerment activity for basic training participants to foster creativity and innovation and improve communication skills with stakeholders in places that support the improvement of their tasks and functions. Based on this understanding, the results of actualization carried out by participants in each of their institutions have been illustrated by the success of the participants being able to actualize their roles and functions as *CPNS*

through the actualization program they carry out, as follows: a community of young historians, a basic training lecturer able to form a service center and learn regional songs to instill nationalism in students.

With the help of trainers and mentors, the trainer in the practice of mentoring basic training is a teacher or *widyaiswara* who helps as a teacher as well as a consultant during the basic training including in matters related to making the design of actualization and habituation in the workplace, and in accordance with the training guidelines from LAN, because the mentor is the direct supervisor of the basic training participant in the place of participation that provides the executive to give input to participants about the actualization of what can be designed and actualized in this work environment to develop the participant's work career. This reality is in accordance with the view (Passmore, 2007) that distinguishes between coaching and mentoring. Coaching according to (Passmore, 2007) supports the development of skills and performance improvement 'skills development and performance improvement', while mentoring is more towards career development. In terms of this objective, the role of trainers and mentors in this mentoring is appropriate.

In terms of the objective of mentoring, which is to compose potential participants to be able to design and report the actualization of *CPNS*, this goal is also made by preparing a plan for change and actualization in the workplace that has been designed to produce an actualization report.

In terms of assistance methods consist of (a) consultation, (b) learning, and (c) guidance. In general there are indeed four strategies in mentoring. (McWilliams, Allison E. Beam, 2019) cited the four strategies namely giving 'advice' advice, 'guidance' counseling, 'mentoring' training and mentoring '. In the implementation of assistance in the Semnarang Religious Training Center, the methods used are consultation for mentors in matters at work, determining the actualization theme applied; While the learning method is carried out by the trainer in the workshop or in the actualization

planning planning session. The counseling method is implemented during the process of preparing and reporting, actualizing, and reporting both to the trainer and mentor.

Mentoring Effect

The coach and mentor mentoring model for *CPNS* basic trainees has a positive impact on the success of the training participants in the design and application of it in the habituation of *CPNS* in their respective working institutions. This positive impact for basic training participants can be seen from a number of things including:

First, the ease of participants in finding problems that can be used as the theme of the actualization design. With mentoring mentoring, participants of the CNSS basic training can discuss with mentors to identify problems that can be used as themes for the actualization of participants. This example is seen in participants from batch 1 and 5: (a) F.H. identify problems on campus related to their duties as interpreter lecturers, to develop activities related to interpretation studies by carrying out the actualization of the establishment of the Institute for the Study of Quran and Hadith (LSQH) that is not yet available on campus, (b) A.F. identify problems related to their fields as history lecturers (c) A.K Increased student discipline in the midday prayer activities at MIN 1 Boyolali. (d) A how to optimize MAN 1 Magelang Information Media. (e) F.I raises the issue of how to increase learning motivation of class X students in the subjects of Islamic cultural history at MAN 2 Cilacap. (f) H in Gunungkidul made an actualization plan regarding the disciplinary efforts of IX grade students of MTs Negeri 4 Gunungkidul.

Secondly, the compatibility between the needs of the institution and the actualization of training participants' habituation. This is seen for example in the actualization of participants, F.H. found the problem of lack of lively commentary on the activities of his faculty then he was actualized by establishing the Hadith Quran Study Institute, as well as W.H. seeing historical studies among young people, namely students

lacking interest, he initiated the Community of young historians.

Third, the ease of basic training participants in the actualization implementation. With the assistance of mentors who are direct supervisors of the participants, the actualization program for basic training participants runs easily because it has the support of institutions and stakeholders in their workplaces.

Fourth, the suitability of the training program with the theme of actualization of basic training participants. Coaching Coach who is also a participant teacher also supports the suitability of the training program with the actualization of participants in the field.

In addition to having an impact on basic training CPNS participants, this mentoring model also impacts the institutions where the participants work. Among the impacts according to several mentors based on the questionnaire distributed were: (a) New innovation innovation programs emerged from the actualization of basic training participants; (b) The implementation of the work unit work program is assisted by the actualization of CPNS basic training participants; (c) participants start habituation of themselves and can pass on to students or students.

From some of the description above it can be said that the existence of a mentoring model in the preparation of the actualization plan and actualization report has a positive impact both on the participants, participating institutions and also the Semarang Religious Training Center as the organizer of the CPNS basic training. Even though the role of each component, coach or mentor in mentoring is not yet known which is more important. Tarru's research (2019: 133) states that there is a positive correlation between the coach's ability to recognize, inspire, direct, establish communication links with basic training participants.

The Impact of Mentoring is undoubtedly not only on CPNS basic training but similar impacts have also occurred in the case of factory employees in Negeria as a comparison. Research (Okechukwu & Raymond, 2015) which states that a large extent improve empeepee's performance (75%) and reduced employee's

turnover 'greatly increases employee performance and reduces the decline in employee performance'. Thus the mentoring of coaches and mentors has a positive impact on the training and work of participants.

Acceptance of the Implementation of Coach and Mentor Assistance

In general, the implementation of mentoring showed positive acceptance for participants, coaches, mentors, and stakeholders, both the Education and Training Center and the Institution where Basic training participants worked. This acceptance is indicated by:

First, the Mentoring coach helps participants recognize the potential of the participants to be developed, recognize the goals in achieving the actualization design and the implementation of good actualization in accordance with the training objectives.

Second, the implementation is more flexible, participants can provide guidance through face to face and online media. For mentoring mentors who are superiors of participants, can direct participants in making the actualization and habituation reports, if possible can intervene participants in accordance with the needs of the institution. But online is used only limited to WhatsApp. It is also necessary to develop this digital model of e-mentoring so that the constraints of time, place and distance will not be a problem in the mentoring program in this technological age. This is in accordance with research (Williams & Kim, 2011) which states that the positive results of mentoring continue to the next semester's guidance. Thus this e-mentoring can also be applied at Education and Training Center to ensure continuity and sustainability of the programs carried out by participants.

In addition to the strengths in implementing the CBS basic training assistance in the Religious Training Center there are also weaknesses, namely:

First, planning in the assignment of coaches does not begin before implementation, so participants do not know the coach until the opening and are late to receive information from

the coach. Secondly, there is no guidance manual for both coaches and mentors so that both coaches and mentors do not have comprehensive information about their duties and functions as mentors for basic training participants. Third, there is a lack of coordination between coaches and mentors. This happens because the mentor is not involved in the pre-implementation activity planning meeting or coordination meeting. Mentors are only presented during the actualization draft test and the actualization report exam. Fourth, the coach's lack of guidance for the participants was not optimal. This happened because the number of participants who became his guidance was too much, namely 20 participants per coach so that the guidance provided was not optimal. Fifth, different knowledge among coaches, lack of common perception between coaches in the preparation of the actualization report and design.

CONCLUSION

This study concludes that the mentoring of coaches and mentors in the CPNS training center of Semarang Religious Education and Training Center is implemented in learning, designing, implementing actualization, and preparing actualization reports in the planning, implementation, monitoring and evaluation phases. The impact of assistance to basic training participants is that there is a match between the actualization and the needs of the institution, the ease of participants in preparing the plan, implementation, and actualization reporting. Meanwhile, the advantages of mentoring at Basic training CPNS in Semarang Education and Training Center is to help participants recognize the potential of the participants, the implementation is more flexible because the coach is the participant teacher and the mentor is the participant's immediate supervisor. As for weaknesses, there is no guidance manual for coaches or mentors, so there is a lack of coordination between coaches and mentors, lack of maximum coach guidance because there are relatively many participants, and different coaches' knowledge, lack of common perception

between coaches in preparing the actualization report and report.

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