

Studi tentang persepsi peserta terhadap pelaksanaan pendidikan dan pelatihan teknis di lingkungan Departemen Kehakiman dan HAM RI

Situmorang, Hantor, author

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Abstrak

The efforts of improving the quality of knowledge, skills and attitudes of human resources within the Ministry of Justice and Human Rights of the Republic of Indonesia through technical training and education programs have so far been implemented. However, there has not been any study on the effectiveness of their implementation, and the perception of participants regarding the curricula, lecturers/facilitators, organizers, training facilities including venues and room accommodation, as well as the benefits of the programs for the participants and their institutions. There has been an impression that training and education programs are conducted as a routine work. Further, it seems that the organizers of training and education programs do not fully realize and understand the weaknesses of the implementation of the programs due to the lack of inputs from the alumni that can be used to improve the implementation of next programs.

This research was based on a positivists paradigm where, according to this school, a research is regarded as an objective observer on the features of the nature on which researchers do not have any influence. Further, this research was conducted in order to find out the perception of the participants of the training and education programs by using a descriptive and quantitative approach. An analysis of descriptive statistics was used to analyze and describe the perception of the participants regarding the implementation of training and education programs including aspects of curricula, lectures/facilitators, organizers, and training facilities.

This research was conducted in the effort to describe and analyze variously relevant features by using a population of 194 alumni of 5 types of training and education programs as the focus of research, including training for civil servant investigators of immigration, training for intelligence officers of corrective institutions, training for senior officials of corrective institutions (2nd level), training on prime and excellent services, and training on the drafting of laws and regulations.

Having analyzed various data and facts, and information in the form of suggestion and inputs, the research can be summarized as follows:

1. Aspect on curricula as the key input factor in the implementation of a training course is valued / regarded by participants adequate but not yet focused.
2. Aspect on lecturers/facilitators as core resources in the implementation of a training course is valued/regarded average/good by participants of training for intelligence officers of corrective institutions, training for senior officials of corrective institutions (2nd level), and training on prime and excellent services. The uses of methods and supporting facilities by lecturers/facilitators are not adequate.
3. Aspect of organizers as the group that has the competency to conduct training and education programs is valued/regarded not adequate by participants of trainings for civil servant investigators of immigration.

Meanwhile, participants of training for intelligence officers of corrective institutions, and training on the drafting of laws and regulations valued this aspect adequate. Lastly participants of training for senior officials of corrective institutions (2nd level) had a good evaluation on this aspect.

4. Aspect of learning facilities as means used in obtaining the purposes of training and education programs is valued/regarded not adequate by participants of trainings for civil servant investigators of immigration. Meanwhile, participants of training for intelligence officers of corrective institutions, training on prime and excellent services and training on the drafting of laws and regulations valued this aspect adequate. Lastly participants of training for senior officials of corrective institutions (2nd level) had a good evaluation on this aspect.

5. Aspect of venue facilities including accommodation as supporting aspect for participants while attending the programs and in relation to physical and spiritual health so that all participants stay fit during the programs is valued/regarded adequate by almost all of participants except participants of trainings for civil servant investigators of immigration, and participants of training for intelligence officers of corrective institutions valued it not adequate.

Based the analysis of these 5 types of training and education programs, the implementation of training and education programs in the future needs better planning and preparation, which includes:

1. Trainings of program planning, curriculum preparation, methods and standards of training and education programs, and training evaluation;
2. Selection of lecturers/facilitators which is based on competency, abilities and talent, and experiences in certain fields, and based on the policies of head of institution;
3. The upgrading of formal education and TOC for the organizers of the training and education programs as well as the repositioning of staff;
4. The upgrading of quality and quantity of learning facilities including libraries, computer and Internet centers, as well as training materials; and,
5. The improvement of food quality and health facilities including doctors as well the upgrading of sport facilities that can accommodate all participants.</i>