



EFFECTIVENESS OF DISTANCE LEARNING IN LEADERSHIP TRAINING OF SUPERVISORS IN HUMAN RESOURCES DEVELOPMENT AGENCY IN SOUTH KALIMANTAN PROVINCE

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Article history:	Abstract:
<p>Received: 13th August 2021 Accepted: 14th September 2021 Published: 13th October 2021</p>	<p>This paper is based on distance learning implementation applied to the 2020 Supervisory Leadership Training in the Regional Human Resources Development Agency of South Kalimantan Province. Distance learning is one considered alternative that is appropriate during the COVID-19 pandemic. The pandemic makes face-to-face training impossible. The study results showed the effectiveness in the aspects of participation and evaluation of the participants' graduation. On the other hand, it was ineffective in the aspects of learning process and learning products. Distance learning process faced constraints in terms of participation. Many participants are incapable to join online training or even to operate a computer. Participants' geographical location also makes distance learning very difficult. The online training was facilitated by zoom application which has too many too many participants. It caused small chance for participants to have discussion in question-and-answer session. From the evidence, many female participants that join the training from home are less enthusiastic to be more active in the distance learning. From the aspect of Learning Process, the internet connection is often unstable, especially during the day. Problems such as small voices, distortion, uncontrolled discussion, in the online class appeared frequently. Moreover, it was also hard to collect assignments. Participants and Widyaiswara/trainer who were unfamiliar with online training must always be supported by the IT team. In the aspect of Learning Products, coaches and participants were difficult to understand due to limited information. The information provided by the coach was incomplete, and some questions from participants were not answered. Participants did not feel free to talk to their coach and other participants' when they have questions. Reports from participants' field study and action project were difficult to collect. From the aspect of Participant Evaluation, it is hard to assess training participants' attitude or behavior. In order to overcome obstacles in distance learning, the study suggests to create a systematic, structured and flexible training schedule that can be accessed online such as Massive Open Online Courses (MOOC), to provide a reliable Learning Management System (LMS), to establish Assistance Team to help widyaiswara/trainer when conducting online class, and to create reading corner both online and offline for Participants and Widyaiswara to find training material easily.</p>

Keywords: Effective, Distance learning, Supervisor Leadership Training

INTRODUCTION

In order to realize the development of a nation, its success is determined by two main factors, namely natural resources and human resources. In between the two factors, the source of the power of man is the factor most important because have the role that strategic as processing and managing sources of power more. Considering the source of the power of man is decisive primary for the success of development, then the quality should be improved by thorough and kept constantly in accordance with the progress of science knowledge and technology as well as the clutter of national development. Seeing the development of global businesses that thrive and cause changes in all areas of the life of man, with the increasingly fierce competition requires a need that is urgent to improve the ability of the source of the power of man in order to be the man who qualified and professional (Budiono, 2009) were able to compete

tough and survive . Efforts development source power of man as the purpose and direction of national development is noteworthy that in earnest.

Development source power humans mainly aimed at establishing a human who qualified, has the characteristics of Skilled work and insight extensive knowledge, professional and productive and have high performance, so as to contribute to the quality optimized to service the needs of society in many ways (Kalangi, 2015) . The most strategic effort to improve the quality of human resources is education, both through formal and non- formal education channels such as training programs which are an integral part of a comprehensive and integrated human resource development system (Sudaryanto, 2010). A leader should be able to put the vision of the State, central and regional governments into strategic policies, including the capacity to lead the implementation of these policies . In essentially the leader role in directing and determining the policy of strategic in the process to realize the objectives and achieve organizational success. Therefore, to make the organization successful and competitive with the changes and developments, a leader is required to be more adaptive and able to bring the organization towards even better (the Goddess, 2020).

In the system of personnel management, in accordance with the definition that is mentioned in Law No. 5 Year 2014, officials structurally echelon II (office led high pratama) plays a role that is very decisive in the set policy of strategic institutions and lead subordinates and the entire stakeholders positioned to carry out the policy of the are effective and efficient; echelon III officials (officials administrator) plays a role that is very decisive in outlining the vision and mission agencies into programs and lead subordinates as well as the entire stakeholder positioned to carry out the programs that are effective and efficient; while officials structurally echelon IV (supervisory authorities) plays a crucial role in planning the implementation of the activities of the agency and lead subordinates as well as the entire stakeholder positioned to carry out the activities that are effective (Law of the Republic of Indonesia Number 5, 2014). To be able to form the figure of structural officials of echelon II (high leadership positions in pratama), III (administrative officers) and IV (supervising officers) mentioned above, the implementation of Leadership Training which aims to only equip participants with the competencies needed to become leaders (Sudradjat, 2010) is not enough. enough. Required an organization of training innovative leadership that participants are required to demonstrate its performance in designing a change in the unit works and lead the changes are to lead to the result that significant. The ability to lead change in this is that then determines the success of the participants are in a gain competence who want to be built in the organization of Training Leadership both Training Leadership National, Administrators and Supervisors. This is in accordance with the objectives of the issuance of Regulation of the State Administration Agency Number 15 of 2019 concerning Supervisory Leadership Training and Regulation of the State Administration Agency Number 16 of 2019 concerning Administrator Leadership Training as a form of government effort to form competent and agile leaders . In a second implementation of these regulations, training activities pursued, structured and organized in such a form that can provide optimal results, both in local governance / province and government center.

According to Law Number 20 of 2003 concerning the National Education System (Republic of Indonesia, 2003), Distance Learning (PJJ) is where students are separated from educators in the educational process by learning to use various sources of learning materials through utilizing communication, information and communication technology . other media. This PJJ system becomes more pronounced and optimal in conditions of social distancing like this pandemic . But of course only, if the effectiveness of the process of ODL is against the implementation of Training Leadership has a result that is the same as when held on campus still needs clarification further. A program or activity can be said to be effective if the stated goals or objectives are achieved. As the meaning of the origin of his, said effective has the meaning as something that is done with the good. From the dictionary language English is said to be an effective means to work with the well and produce something like that is expected. In line with this, the Indonesian dictionary also defines effective as being able to bring results (there is an effect, has an effect) or is effective. The effectiveness of the training is the result of the end of the training which is carried out for a company that is in the form of increasing knowledge, skills and abilities of participants so that they can work better. In the context of its relationship with the purpose, effectiveness means achieving what that has become the destination or target (Mahmudi, 2015). Increasingly large contribution given in achieving that goal, the more effective the results are given by a program or an activity such. Efforts to evaluate the course of an organization can be done through the concept of effectiveness, in which the Ma'mun (2019) suggests that the effectiveness of stating how far the target that has been set previously achieved by the management or organization. This concept is one of the factors to determine whether it is necessary to make significant changes to the form and management of the organization or not.

Implementation of training through ODL in BPSDMD Province of Kalimantan South only in held at Training Leadership Supervisors (PKP). Since the announcement of the first case of the disease called Covid Corona or -19 to Indonesia on 2 March 2020, the Agency for Development of Resources Power of Human Regions (BPSDMD) South Kalimantan Province only implementing training on Leadership Supervision of two (2) class, class I and class II through methods face to face on campus that began on March 16, 2020 for class I and March 18, 2020 for class II impose closed on the date of a 24 March 2020 to reduce the spread of viruses such. And continued through PJJ. Of course there are things that need to be clarified regarding effectiveness during the implementation .

Based on the results of observations researchers in the evaluation of the training participants Training and Education Leadership Level IV were conducted in face-to- face and Training Leadership Supervisors through methods Learning Distance Remote prove participants who followed the Training and Education Leadership Level IV were conducted face to face having the evaluation value average 8, 9 while the value of the participant evaluation Leadership Training Supervisors through methods Learning Distance Remote average of 8.2. Results of Focus Group Discussion

with the lecturer obtained information that ODL in leadership training Supervisor At BPSDMD South Kalimantan province have not been effective it is in caused by the less active participants during the learning takes place, the process of learning is not smooth, task assignment that is given by a lecturer is not optimal undertaken by participants and participant evaluation is not optimal.

Based on the formulation of the problem in the above, the purpose of research it is to obtain an overview of the extent to which the implementation of Training Leadership Supervisors through methods ODL has been carried out by looking at the four (4) aspects of Membership, process of learning, Products Learning and Evaluation Participants and knowing the obstacles that faced the PJ process .

LITERATURE REVIEW

Effectiveness

Effectiveness can be defined from several reviews angle of view, among others according to the theory of the effectiveness of Ravianto (1989) understanding of the effectiveness is about how well the work is done, the extent to which people produce output in accordance with the expected. This means that if a job can be completed with planning, both in time, cost and quality, it can be said to be effective. Meanwhile, the theory of effectiveness according to Ndraha (2005) is that efficiency is used to measure processes, effectiveness is to measure success in achieving goals. Special about the effectiveness of government, Ndraha (2005) suggests that the efficacy (effectiveness) which is defined abstractly as the level of goal attainment, measured according to the formula results divided by (per) purposes. Goals are measurable objectives, concept of results relative, dependent on the question, in the eyes of the chain where the processes and governance cycle, the result is defined. Is it at the output point ? Outcomes? Feedback? Anyone who defines it: the government, which-ruled or together? Whatever the judgment, the effectiveness of the bureaucracy that organizes functions of government into a matter that is very important in the process administration area. Then, the Effectiveness Theory according to Barnard (Prawirosentono, 1997) is " Accordingly, we shall say that an action is effective if it is specific objective aim. It is efficient if it satisfies the motives of the aim, whatever it is effective or not ."

In the context of training and learning distance away in the era of Covid 19th, virtual learning through online or online is considered as an effective action. Through ODL conducted on an agency specific for the sake of improving the performance and competence of human resources employees in the past 19 Covid conditions that do not allow for face-to-face is this that is called with the effectiveness because agencies do to reach their goals. Learning is defined as a virtual or online learning through the medium of electronics that bridge the gap that is caused when the instructor and pupil separated, either by time or place (Stonebraker & Hazeltine, 2004). Despite that, there are differences in the level of effectiveness of learning is online with traditional learning face to face. According to Anna Ya Ni (2013), learning online requires adaptation of the instructor or the training to the students in order to get the interaction learn that success. In ODL, sometimes the interaction in the classroom can be replaced with the board discussions, chat, email, and board bulletin electronics. Current PJJ illustrates an important orientation change in the learning environment that can be an effort that shows effectiveness or can even increase effectiveness (Allen, et al., 2004). However, the effectiveness of ODL this can not be accomplished without the work together of those who follow the teaching of the (Liaw, 2008). Effectiveness can be achieved when all sources of power humans are involved in the intansi that particular act and behave in accordance with the aim of agencies, including the ODL .

Learning Distance Away

Learning distance away is learning the emphasis on independent learning (self study). Self-learning is organized in a systematic in presenting the material of learning, the provision of guidance to learners, and supervision for the success of learning learners (Rahmawati, 2020: 414). Munir (2012: 16) argues "distance learning is when the process of learning is not the contact in the form of face-to-face directly between teachers and learners. Communication takes place in two directions which is bridged by media such as computers, television, radio, telephone, internet , video and so on. Then Kearsly, Moore (Jerusalem, et al, 2020: 483) argues : Learning distance away is learned that the planned elsewhere or outside teaching. By Therefore, we need special techniques in designing materials of learning, learning specific techniques, specific methodology of communication through various media, and organizational management and administration of the special anyway.

Based on the definition above can be concluded that learning distance away is the learners are planned in places other or on the outside where he taught and when the process of learning does not occur face to face between teachers and learners. So learning emphasizes learning self (self-study), and using special techniques in designing materials learning such as structuring the organization, administration and methodology specialized communication through various media such as computers, televisions, radios, telephones, internet , videos and so on.

Supervisor Leadership Training

Based on State Administration Agency Regulation Number 15 of 2019 concerning Supervisory Leadership Training, previously supervisory positions in ASN and the bureaucracy were also referred to as echelon IV officials. In Article 1, paragraph 1 Perlan such that Training Leadership Supervisors are hereinafter abbreviated PKP is structural training supervisor leadership as stipulated in the regulations of government that regulate the management of employees of domestic civil. It is undeniable that the role of the leader in changing the face of the organization is still

very much needed at this time and the ASN who holds the position of supervisor is one of the spearheads in fixing the organization in order to achieve the best service for the community and achieve the desired changes. According to Anwar Prabu Mangkunegara (2006), performance is the result of work in quantity and quality achieved by an employee in carrying out his duties and in accordance with the responsibilities given. According to Tika (2006), performance as the results of the work function / activities of a person or group in an organization that is influenced by various factors to achieve organizational goals within a certain period of time. According to Riva and Basri (2005) notion of performance is the willingness of a person or group of people to do activities and refine them in accordance with the sole responsibility of the results as expected. Whereas, according to Bambang Guritno and Waridin (2005) performance is a comparison of the results of the work are achieved by employees with a standard that has been determined.

From the expert opinion can be said that the performance is the result of work by the quantity and quality after comparing the results of the work which achieved an employee with a standard that has been determined.

The Leadership Training Supervisor has the goal to develop the competencies of participants in order to meet the standards of managerial competence supervisors, the final results of this training process that is how a leader has the competence ie knowledge, skills and attitude / behavior of a civil servant that can be measured, and charged in carrying out the task his position. These competencies are also known as Servant Leadership Competencies. This is in accordance with the Regulation of the Head of the State Administration Agency (Perkalan) 15 of 2019 concerning Supervisory Level Leadership Training; determine the competencies that are built, namely service leadership competencies. Competence leadership as referred to the competence of the managerial participants to ensure the implementation of the accountability of Position Controller. Accountability office is the ability to control the activities of the implementation of the services the public are conducted by Officer Executive in accordance with standard operating procedures. Competence is an absolute component to be possessed by an ASN in carrying out its duties and functions in the organization, so recognizing self-competence and improving competence on an ongoing basis is fundamental in determining whether or not an ASN is worthy of being a Supervisory Leader in the organization. With this, the competence of the main thing to note in the program Training Leadership Supervisors, both of the level of competence of the participants before and during training, and competency targets to be achieved through Training Leadership Supervisors. Training Leadership Supervisory using methods Teaching distance away should show positive results, judging from the success of the program the training helps participants achieve competency targets that have been set. Competence according to Spencer and Spencer in Palan (2007) is as characteristic of the base which is owned by an individual who relates are causal in fulfilling the criteria that needed to occupy an office.

Furthermore, Wibowo (2007), competence is defined as the ability to execute or perform a job or task that is based on the skills and knowledge of work demanded by the job. According to the Decree of the Head of the Agency for Civil Service Affairs No. 46A of 2003, about the notion of competency is the ability and characteristics possessed of knowledge, skills, and attitudes necessary behavior in the execution of their office, so the servants of State Civil are able to carry out their duties professional, effective and efficient. Programs Training Leadership Supervisors with methods Learning Distance Remote should implement the curriculum of training and instruction that is in accordance with the needs in reaching the target or goal of training them. So that the evaluation of the training and learning content becomes one of the indicators in determining the success or failure of the Leadership Training program. It is also useful to know whether the method of Distance Learning applied already to meet the criteria or see the development that is like what are needed in the future.

Understanding the curriculum according to Kerr, J. F. (1968): The curriculum is all learning that is designed and implemented individually or as a group, both at school and in outside of school. Understanding the curriculum according to Inlow (1966): The curriculum is a business thorough that was designed by the school to guide students acquire the learning outcomes that have been determined. Understanding the curriculum according to Neagley and Evans (1967): the curriculum is all the experience that is designed and presented by the school authorities. Understanding the curriculum according to Beauchamp (1968): The curriculum is a written document containing the contents of the subjects that are taught to the participants of learners through a variety of subjects, chosen disciplines, the problem in life everyday. Understanding the curriculum according to Good V. Carter (1973): The curriculum is a collection of courses or a systematic sequence of lessons. Definition of curriculum according to Law no. 20 of 2003: Curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve national education goals.

RESEARCH METHOD

Judging from the data type of approach used is the qualitative. As is the qualitative research is research that aims to understand the phenomenon of what is experienced by research subjects holistically, and by way of description in the form of words and language, in a context specifically the nature and by utilizing various methods of scientific (Moleong, 2007). The type of this research approach is descriptive. Research descriptive ie research which seeks to said problem solving existing data- based data. Type of research descriptive qualitative which is used in the research is intended to obtain information about the effectiveness of the implementation of the terms of the aspect of Participation, Process Teaching, Learning and Evaluation Product Graduation Party. With a qualitative approach, it is hoped that the situation and problems faced in the implementation of this Supervisory Leadership Training can be disclosed.

Research on the effectiveness of the implementation of Training Leadership of Trustees is held at the Office of the Agency for Development of Resources Power Man Regional Province of Kalimantan South, Panglima Batur No. 1 A,

Banjarbaru. There are 4 aspects that can be used as a reference in measuring the effectiveness of learning programs, namely, aspects of participation, learning processes, learning products and evaluation of participants' graduation. To four aspects of effectiveness can be seen that according to Surya (Eden, 2016) is characterized by traits: successfully led the participants achieve the goals instructional who have been established, giving the experience of learning attractive, involving participants are active so as to support the achievement of instructional objectives, and has facilities that support the teaching-learning process. In the aspect of participation effectiveness can be seen from the extent to which the learning distance away can deliver participants achieve instructional objectives that have been set. In the learning process, its effectiveness can be seen from the extent to which the learning distance away giving the experience of learning attractive and actively engage participants so as to support the achievement of instructional objectives. In addition, the effectiveness of learning products can be seen from the results of the change actions designed by the trainees. Whereas, for the graduation of evaluation can determine the effectiveness of learning distance away through the results obtained from the participants success in acquiring science knowledge that corresponds to the instructional goals. The activities of research have started since the passing of the proposal research and letter of assignment do research. Data collection techniques are the most important step in the research process, because the main purpose of research is to obtain data. In a study, the data collection step is a very decisive step in the process and results of the research to be carried out. Errors in carrying out data collection in one study, will have a direct impact on the process and results of a study. The collection of data can be interpreted the data collection process that is carried out in the study of quantitative and research qualitatively. Collection of data, can be interpreted as well as the activities of researchers in an effort to collect a number of data field that is needed to answer the research question (for qualitative research), or to test hypotheses (for quantitative research).

Data collection techniques are largely determined by the research methodology, whether quantitative or qualitative. In qualitative research, data collection techniques are known: observation, focus group discussions (FGD), in-depth interviews (indent interviews), and case studies (case studies). Meanwhile, in quantitative research, data collection techniques are known: questionnaires, interviews, and documentation. The data in this study were obtained through several qualitative data collection techniques. Data collection methods used in this study include (Creswell, 1998): observation, interviews, and documentation. The source of data in the study is the subject from which the data was obtained (Arikunto, 2002). To obtain the data that is right then the necessary source of information that has competence in case this is a lecturer (Expert Top 2 persons, Expert Associate 3 people), Participant Training Supervisory Leadership 20, organizers of the training as much as 2 people. Therefore, it is necessary for subjects who meet the parameters that can reveal the above so as to allow data to be obtained.

Mechanical Analysis of Data Research This is a research descriptive with more much is a description of the results of interviews and study documentation. The data that has been obtained will be analyzed qualitatively and described in descriptive form. According to Patton (Moleong, 2007), data analysis is "the process of arranging the sequence of data, organizing it into a pattern, category and basic description". Definitions are giving an overview of how the importance of the position in terms of data analysis research purposes. The main principle of qualitative research is to find theory from data. The data analysis technique used in this research is to use the steps as proposed by Burhan Bungin (2005), namely data collection, data reduction, data display, Verification and Confirmation of Conclusions.

RESEARCH RESULTS AND DISCUSSION

Research result

1. Widyaiswara

Widyaiswara Madya Expert and Main Expert stated, "There are still many participants who have not mastered PJJ and participants are interested in participating in training through PJJ and sending participants from Regencies/Cities is less varied so that participants are limited in getting information from sharing experiences with fellow participants. Even so, distance learning can lead participants to achieve the instructional goals that have been set

Widyaiswara Main Expert stated that "the learning process through distance learning has not all been carried out properly, this is due to the unstable internet network, especially during the day. Apart from that, distance learning is very difficult to assess the behavior of the trainees. Barriers encountered during the distance learning process are felt to be ineffective if participants participate too much. It is recommended that at most 20 participants participate in zoom". Things were equally expressed by Widyaiswara Expert Associate "learning through distance learning is not all done well it is because the Internet is not yet stable and still not used to carry out learning with distance away although very interested in the method of this ODL".

Widyaiswara Ahli Madya stated that "implementing mentoring in making reports of change actions, they are not satisfied if they are carried out with PJJ. Information is difficult to understand coache and coach this is due Feedback communication is less effective". Although such reports acts changes can be completed with either.

Widyaiswara Ahli Madya stated "the results of the evaluation of the participant change actions are satisfactory, all activities in the participant change actions can be carried out according to plan as well as field study reports can be completed according to the time determined by the organizers".

2. Alumni of PKP Participant Batch I and II in 2020

Alumni Participants expressed "during a pandemic outbreak covid 19 interested in attending a distance learning because it felt more trust yourself, be brave give an opinion, not a shame, it could be implemented anywhere and are more flexible and they can handle office work even help a child complete homework that is in give teachers even though

learning class session is considered more effective, application of learning through methods of learning distance away that was obtained focused only on giving the task of trainers, too many participants who participated in the zoom besides access ask also not an area at the time of learning face to face, both asked to trainers and fellow participants although learning jarak jauh much can deliver reach destination instructional objectives that have been established".

Alumni Participants stated, "At the beginning of the implementation of the learning process, they used Google Meet BPSDM media but it could not be carried out properly, the voice was not heard clearly and often experienced distortion. Media so that Palik effective when learning distance away by using a medium zoom. The whole learning process was carried out well, although the internet signal at the participants' places during the PJJ process was sometimes unstable. The barriers encountered in the process of learning, when there is the task of the discussion group limited to express an opinion, do not control the communication traffic, a process of learning which is long and tedious, late in responding when speaking not as a state of the network, disturbed by the sound of voices from the outside, when the process learning while working in the office, when carried out at home helps children children working on the task of school they so do not focus".

Participant Alumni stated, "In carrying out mentoring, making field study reports is carried out face-to-face so that it is quite effective. Similarly, making field studies report no problems because conducted by face-to-face when the discussion makes report. However, when carrying out the coaching reports Change Action to feel dissatisfied with the network in this case because not optimal because of limited information, the information provided coach is not complete, there are some questions that are not answered by the coach, embarrassed by coach and friend friends participants more time want to ask or consul, the guidance through the network is felt to be quite effective and smooth but is also followed by face - to - face guidance. When carrying out the task of making statements Action Changes in perceived effective because most large in aid by a team effectively the solid support of the leadership, regulation and only partly a bit constrained because there is no experience in making action report a change and when making reports many members of the team who gets a turn to work at home".

Alumni Participants stated, "obstacles principal that hinder the achievement of the Action changes through ODL is scheduled to work a team that is not the same, because most large while implementing change action work at home in addition to the work routine in the office that must be done so that hamper to make a report. The time given in making and implementing the change action milestones is felt to be lacking and the main factor that supports the achievement of the change action is the support from the team and the leadership and coach besides that because it is routine work in the office.

3. PKP Training Organizer

The Training Organizer stated, "The average age of participants is 45 to 50 years. They feel less enthusiastic about participating in PJJ, female participants are more busy in household matters and taking care of children so that they are not optimal in participating in PJJ and some information from the organizers does not reach the participants because participants do not open the PJJ. chat rooms and WA, however, distance learning can lead participants to achieve the instructional goals that have been set.

The Training Organizer stated, "zoom is felt to be the most effective media during PJJ, when using the BPSDM meet it is still not effective, the voice is not clear, the whole learning process is carried out well during PJJ even though the internet network is unstable during the day and participants are not familiar with zoom and breakouts. room so it must always be monitored during the learning process".

The Training Organizer stated, "When supervising the preparation of the change action report, it is difficult to manage the traffic of communication between the coach and the coachee and the change action report can be completed properly but it is difficult to collect the results of the change action report and field study report.

The Training Organizer stated, "The implementation of the Change Action and Field Study Reports can be carried out properly and according to schedule, the results of the evaluation of the Change Actions of participants are on average satisfactory and field study reports can be done by participants and submitted to the organizers according to the collection schedule".

From the results of interviews with Widyaiswara, Alumni of PKP Participants Batch I and II in 2020 and the organizers, it can be concluded: In the aspect of participation, effective PJJ implementation can lead participants to achieve the instructional goals that have been set. In the aspect of the learning process, the implementation of PJJ is not effective, this is because PJJ has not provided an attractive learning experience and the participants have not been actively involved. In the aspect of learning products, the implementation of effective PJJ can be seen from the results of change actions and the results of field studies carried out by training participants. In the aspect of evaluating the participants' graduation, the implementation of effective PJJ can be seen from the results obtained on the success of participants in obtaining knowledge that is in accordance with instructional objectives.

Constraints faced in the distance learning process

a. Participation Aspect

1. There are still many participants who have not mastered PJJ and even operate a computer during PJJ
2. Geographical location of origin of participants who do not support the implementation of Training through PJJ too many participants are participating in zoom

3. Access to questions is also not as wide as during face-to-face learning , both asking widyaiswara and fellow participants many female participants carry out learning at home
 4. Participants are less enthusiastic about participating in PJJ
- b. Aspects of the Learning Process
- 1) Networking internet is not stable , especially in the afternoon the day
 - 2) When PJJ the voice is not heard clearly and often gets distorted
 - 3) When there is the task of the discussion group limited to express an opinion, not controlled and cross-communication the difficulty of collecting Participant assignments
 - 4) Widyaiswara/Facilitator is not familiar with PJJ and must always be accompanied by IT Team
- c. Learning Product Aspect
- 1) The implementation of mentoring makes a change action report with PJJ being dissatisfied with information that is difficult to understand by both coachee and coach not optimal due to limited information
 - 2) Information that is given coach is not complete there are some questions that are not answered by the coach
 - 3) Feel free to talk to the coach and other participant friends when you want to ask questions or consul it is difficult to collect field study reports and participant change action reports
- d. Participant Graduation Evaluation Aspects
- 1) It is difficult to assess the behavior of the trainees
 - 2) Unequal team work schedule, because most of the time the implementation of change action works at home (Work From Home) routine work in the office that must be done so that it inhibits making reports.
 - 3) Not enough time which given in create and implement change action milestones

DISTANCE LEARNING INNOVATION

Based on the description of the research results, it can be concluded that the effectiveness or success of distance learning in Supervisory Leadership Training at BPSDMD South Kalimantan Province is largely determined by the innovation (breakthrough) that needs to be made to overcome the obstacles faced in the PJJ process. The Management and Operators need to create a scheme by developing good management in regulating the PJJ system. This is done by making a systematic, structured and simple schedule to facilitate communication between the training participants and the organizer so that the learning process can run effectively by utilizing Information Technology . This is in line with the mandate of the Circular Letter of the State Administration Number 23/K.1/HKM.02.3/2020 concerning Technical Guidelines for the Preparation of Training Planning, Utilization of Information Technology, Preparation of Learning Scenarios, and Attendance and Participation in the 2019 Corona Virus Disease Pandemic Period (Covid-19).

Learning Scenarios of the Training Subjects in the Supervisory Leadership Training Curriculum are as follows:

- 1) The learning scenarios of the training subjects in PKP are divided into 3 (three) types of training subjects, namely: (1) orientation training courses; (2) substantive training courses; and (3) learning evaluation training courses, each of which is described as follows: a. Learning Scenarios of Training Subjects The orientation of the training subjects consists of the following: a) ASN Competency Development Policy Strategy; b) Training Policy Overview; c) Group Dynamics; and d) Policy on Follow-up on Training Results. The learning scenario for this course is oriented towards providing general information that supports training and learning needs by utilizing classroom learning methods, either synchronously, asynchronously or in combination. 1) Learning scenarios for Substantive Courses. The scenarios for learning the training subjects carried out using the PJJ method can be broadly structured as follows: a) Individual Learning. To support the effectiveness of the learning process, the Widyaiswara/Facilitator can assign tasks to Participants to carry out independent learning by studying teaching materials/modules or searching for information relevant to the training subject. b). Groups. Participants took part in the event with lecture material from resource persons guided by the facilities or presentation from the facilitator via video conference. For expert lectures / resource persons Participants can come from a combination of several classes. At the end of the session, the facilitator gives assignments to participants for discussion related to material, case solving, role play . c) Ungroup. After attending a lecture or presentation, participants are divided into sub groups to discuss and carry out tasks online (online) via video conference and/or live chat . Each group can be assigned as long as it is possible to have a facilitator from the facilitator. At this stage the method used is recommended to adapt to the objectives of learning in each agenda in the Supervisory Leadership Training as follows: Agenda I training courses broadly aim to increase the inculcation of values for the formation of attitudes, behavior and soft skills. Agenda II and III training courses are oriented respectively to improving the ability to manage others (leading others) and managing tasks (managing tasks). Agenda IV training courses are oriented towards increasing the ability to actualize all the substance of the training subjects in the implementation of job duties in the workplace by utilizing learning methods. The ungroup stage can also be carried out by assigning each participant to do a practice or a structured assignment from the facilitator. Regroup. After discussing in sub-groups, participants then rejoin in sub-groups or large groups (classes). To present the results of individual assignments in sub-groups or sub-groups to a large group (class) Group Feedback. To consolidate the results of classroom learning, the facilitator can provide feedback Reflection Individual (Individual Reflection) The facilitator assigns each participant to prepare individual reflection in the form of learning journal. The above stages can be combined with the use of e-learning both synchronously and asynchronously. (An example of a Supervisory Leadership Training Learning Schedule using Synchronous and Asynchronous e-learning is attached).

Learning Scenarios of Learning Evaluation Course Subjects through PJJ on Supervisory Leadership Training are as follows: a) Substance Evaluation; b) Field study evaluation; c) Evaluation of Change Actions; d) Evaluation of Behavioral Attitudes. In the learning scenario, evaluation of concept mastery learning, evaluation of understanding and practice, evaluation of substance, academic evaluation, and evaluation of understanding in the form of a written test are designed online using the e-evaluation method. Meanwhile, in the learning scenario, the evaluation of behavioral attitudes is also designed online to assess aspects of attendance, participation, cooperation, task completion, adherence to training dive regulations, leadership, and others according to the components and weighting of behavioral attitude assessments and learning scenarios on the actualization agenda. (evaluation of change action) is given using the seminar method, both in the design and final report. The PKP curriculum structure consists of 4 (four) learning agendas which are described as follows: The Pancasila Leadership and State Defense Agenda for learning the Pancasila Leadership and State Defense agenda are as follows: Pancasila Leadership Ethics and Integrity; and State Defense Pancasila Leadership. The Service Leadership agenda for Service Leadership agenda learning is as follows: Organizational Diagnosis; Creative Thinking in Service; Building Effective Teams; and Leadership in Work Execution. Work Control Agenda; for learning the Work Control agenda are as follows: Public Communication Techniques; Planning of Public Service Activities; Preparation of Public Service RKA; Digital Public Service; Quality Management Supervision Management; and Controlling the Implementation of Activities. The Leadership Actualization Agenda for Leadership learning is as follows: Public Service Field Study; and Action for Changes in Public Service Performance.

In addition to the 4 (four) agendas and training subjects as referred to above, the Program Orientation and Learning Evaluation lessons are also carried out which consist of: 1. Program Orientation, consisting of: ASN Competency Development Policy Strategy; Training Policy Overview; Group dynamics; and Policy and Follow-up on Training Results. 2. Learning Evaluation consists of: Substance Evaluation; Field Study Evaluation; Evaluation of Actions for Changes in Public Service Performance; and Behavioral Attitude Evaluation.

The Organizer also needs to provide learning facilities for Widyaiswara/Facilitators and Participants as users, which can be accessed online without the need for face-to-face meetings. By presenting online, releasing the learning process from the limitations of space and time. With Massive Open Online Courses (MOOC) it is possible for learning to be carried out full-online. To create, distribute, and manage the delivery of learning content, it is also necessary to provide software so that it can help Widyaiswara/Facilitators and Organizers to plan and create syllabus, manage learning materials, manage participants' learning activities, manage grades, recapitulate participant attendance, display grade transcripts, and manage the display of e-learning. So we need a system that is able to manage online learning such as the Learning Management System (LMS). The Widyaiswara/Facilitator Assistance Team in implementing Distance Learning as a follow-up to the training implementation so that the Widyaiswara/Facilitator really mastered the material. So it is important to have a special companion team for the implementation of PJJ. This team is tasked with assisting all Widyaiswara/Facilitators and as a place to ask questions when the Widyaiswara/Facilitator encounter problems. This team is also in charge of monitoring the widyaiswara in implementing PJJ so that no Widyaiswara/Facilitator cannot teach well at PJJ. When the Widyaiswara/Facilitator has difficulty, they can immediately ask team members. To fulfill reading resources for Participants and Widyaiswara as learning media, learning resources, and make it easier for Participants to find information related to learning per agenda and provide a pleasant reading experience, it is necessary to provide an Agenda Reading Corner or Agenda reading corner both online and offline. Agenda Reading Corner or agenda reading corner is a corner in the room both offline and online which is equipped with a collection of books, modules and displays of participants' work (tasks) made per learning agenda. The characteristics of its management which are from, by and for Widyaiswara and Participants, cause the Reading Corner Agenda to be used as an alternative in increasing knowledge and understanding as well as improving skills in compiling the correct logic flow which is of course managed by the Widyaiswara/facilitator supporting material per learning agenda.

CONCLUSION

Based on the results of the documentation study, observations and interviews conducted, it was found that aspects of participation, aspects of the learning process, aspects of learning products and aspects of evaluation of participants' graduation can be used as a reference in measuring the effectiveness of distance training in supervisory leadership training at BPSDMD South Kalimantan Province, it can be concluded:

1. Based on the results of interviews with Widyaiswara, alumni of PKP Participants Batch I and II Year 2020 and the Organizer, it was found that at the time of PJJ the implementation was effective in the aspect of participation in the learning product aspect and the evaluation aspect of the Participant's graduation, while it was not effective in the aspect of the learning process. In the aspect of participation when PJJ Participants are interested in participating in learning and can lead to achieving the stated instructional goals, in the aspect of the learning product aspect of optimal change action guidance and in the aspect of evaluating the graduation of participants, the implementation of the planned change action is carried out according to the plan and the material obtained through distance training can support the implementation of Action for Change so that the three aspects are effective in PJJ. In the aspect of the learning process it is not carried out well so that it can be said that the aspect of the learning process is not effective in PJJ.
2. The constraints faced currently distance training on leadership training supervisor, namely: In the aspect of Participation, participants still many who do not even operate a computer to master ODL ODL current geographical location of origin of participants were less supportive of the implementation of the training through ODL, too many

participants who participated on zoom, access to questions is also not as wide as during face-to-face learning , both asking widyaiswara and fellow participants, many female participants carry out learning at home, and participants are less enthusiastic about participating in PJJ. In the aspect of Learning Process, the network Internet is not stable , especially at noon today, when ODL voice is not heard clearly and often undergo distortion, when there is the task of the discussion group limited to express an opinion, not controlled and cross- communication, the difficulty of collecting duties Participant, lecturer / facilitator yet familiar with PJJ and must always be accompanied by the IT team. In the aspect of product learning, the implementation of supervision makes a report of action changes with ODL was not satisfied the information difficult to understand by the coachee and coach, is not optimal because of limited information, the information that is given the coaches are not complete, on some questions that are not answered by the coach, embarrassed by coach and other participant's friends when they want to ask questions or are consuls, it is difficult to collect field study reports and participant change action reports and In the aspect of Participant Graduation Evaluation, it is difficult to assess the behavior of training participants , the team work schedule is not the same, because most of the time the implementation of change actions work in home (Work From Home), routine work in the office that must be done so that it hinders making reports, less time is given to create, create and implement change action milestones .

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