



REVIEW OF E-SAP-RP IMPLEMENTATION IN THE HEALTH PPSDM AGENCY

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Article history:	Abstract:
<p>Received: 2nd September 2021 Accepted: 2nd October 2021 Published: 7th November 2021</p>	<p>The review of the implementation of eSAP-RP within the Health PPSDM Agency aims to analyze the factors that support and hinder the acceleration of the implementation of eSAP-RP by Widyaiswara within the Health PPSDM Agency. Most of the Widyaiswara have not prepared the SAP/learning plan (RP) due to time constraints or other busy tasks, and some of the Widyaiswaras (22%) stated that there was no obligation to prepare RP. eSAP-RP is an electronic tool that makes it easy for Widyaiswara to compile SAP/RP, is a learning innovation that is implemented and reviewed for the sustainability of its use and utilization. The implementation of eSAP-RP was carried out on 20 Widyaiswara within the Health PPSDM Agency, using the Quasi-Experimental Research method with a descriptive qualitative approach. The eSAP-RP implementation review is carried out using the 5M Model management element, consisting of 5 factors, namely: man, money, material, machine, method. 5M is used to analyze the factors that support and hinder the use and utilization of eSAP-RP by Widyaiswara equipped with problem solving. Then the priority of problem solving using the Reinke method is determined, with a score of 1-5 based on four criteria: M (Magnitude of the problem) which is the magnitude of the problem, I (Importancy) which is the severity of the problem, V (Vulnerability) which is sensitive or not solving the problem, C (Cost) ie costs. The alternative problem solving found in 5M was re-analyzed using Mc. Namara to get alternative problem solving activities based on 3 criteria, which include the principles of effectiveness (contribution and feasibility), and efficiency (cost), with a score of 1-3. This is in line with the theory that in the implementation of innovations, monitoring and evaluation activities or impact assessments must be carried out on the innovations that have been carried out. The sequence of problem-solving activities in accelerating the implementation of eSAP-RP is a recommendation for the Health PPSDM Agency, namely: 1) Initiating regulations for implementing the SAP-RP assessment into SKP, by providing different values when SAP/RP is created manually and made into eSAP -RP. 2) Application of reward and punishment to Widyaiswara in learning planning. 3) The policy proposal, Widyaiswara compiles SAP/RP through eSAP-RP, is included in one of the accreditation elements in the teaching staff component. 4) Provision of bandwidth capacity in accordance with the operational needs of all components of internet users including Widyaiswara. 5) The eSAP-RP format is updated to be effective. Success story BBPK Jakarta needs policy support in the widespread use of eSAP-RP for Widyaiswara within the PPSDM Health Agency and the Indonesian Widyaiswara Professional Association.</p>

Key Words: eSAP-RP, implementation review, 5M. model

INTRODUCTION

Widyaiswara is a Civil Servant who is appointed as a functional official by an authorized official with the duties, responsibilities, authority, to educate, teach, and/or train civil servants in government education and training institutions. (LAN, 2008). Widyaiswara Competency Standards are the minimum abilities generally possessed by a

Widyaiswara in carrying out their duties, responsibilities and authorities to educate, teach, and/or train civil servants. In Article 5 of the Regulation of the Head of LAN RI Number 5 of 2008 concerning Widyaiswara Competency Standards, Widyaiswara's competency standards consist of, learning management competencies, personality competencies, social competencies, and substantive competencies. Widyaiswara's competence in learning management includes the ability to: a) make Outlines of Learning Programs/Design of Education and Training Courses and Learning Events/Learning Plans; b) Prepare teaching materials; c) applying adult learning; d) carry out effective communication with participants; e) motivate participants' enthusiasm for learning; and f) evaluate learning.

In the Widyaiswara Certification Guidelines, Chapter II Objectives and Targets Article 2 (LAN, 2008), Widyaiswara certification aims to provide recognition and guarantees for Widyaiswara professionalism on the basis of mastery of competencies possessed in carrying out their duties, responsibilities, and authorities to educate, teach, and train civil servants at Government Education and Training Institutions. In Article 6, GBPP/RBP and SAP/RP become one of the sub-competencies in portfolio assessment. In form 2 Assessment of GBPP/RBP and SAP/RP by the Assessment Team, the elements assessed include the ability of Widyaiswara in: 1) Compiling short descriptions, 2) determining the objectives of the training courses being taught, 3) determining learning activities that are in accordance with the objectives of the training subjects. being taught, 4) determining the subject and sub-topics, 5) determining the time allocation for each learning activity, 6) determining the learning method in accordance with the learning objectives, 7) determining learning aids in accordance with the material and learning objectives, 8) determining references, 9) determine the evaluation system. Thus it can be said that SAP/RP is an evaluation tool in the learning process, SAP/RP is a quality control to see whether a Widyaiswara can teach or not, and to see whether the material delivered is in accordance with the learning objectives that have been set.

The Jakarta Health Training Center as one of the training units in the Health Human Resources Development and Empowerment Agency has a strategic position as a supervisor for the implementation of Health Program training within the Ministry of Health. In every health program training that will be carried out by the program unit, it must receive support from an accredited training unit, one of which is BBPK Jakarta. Forgiveness in addition to meeting administrative qualifications, there is also the involvement of Widyaiswara as a Facilitator in several training courses held, as well as a Training Controller according to the Training Controller Guidelines (Pusdiklat, 2013) . Training Controllers are human resources (Widyaiswara or other functional officials) who have adequate capabilities in planning, implementing, and evaluating training, and are able to control the learning process in a training, so that it will facilitate the implementation of a training.

Through the competency test at the High Level Tiered Entrepreneurship Training for the Main Expert Widyaiswara position who acts as a Consultant, an innovation has been realized for learning management at BBPK Jakarta. Taking into account the progress of information technology that is currently developing, an application has been realized to help teaching staff prepare learning program units (SAP) / lesson plans (RP) electronically, and can be accessed via mobile devices (mobile phones), PC devices, laptops, and gadgets . The goal is to make it easier for Widyaiswara in preparing SAP/RP. The innovation, which is a product of BBPK Jakarta's innovation and has been included in the BBPK Jakarta website , is named eSAP-RP. eSAP-RP is a tool to control the quality of learning. Widyaiswara must construct his way of thinking in carrying out the learning process by creating learning scenarios, for example with a total of 9 JP learning participants will be taken where, what and how to achieve the learning objectives and get the expected output. In this application, the preparation of the SAP/RP is done electronically by filling in the fields that have been designed.

In realizing innovation to be sustainable, activities are carried out to encourage innovation, known as the 5D Technique, which consists of drum-up, diagnosis, design, deliver, and display stages. (Dr. Tri Widodo W Utomo, 2016). Drum up stage, which is to arouse the spirit of innovation from the leadership and the work environment. The drum up stage was carried out to raise awareness of the eSAP-RP innovation, which was carried out with several activities, namely by meeting the management/leadership to report the results of the eSAP-RP innovation. The provision of information through exposure to eSAP-RP is convincingly carried out to the Management, Employees and Teaching Staff in the Jakarta BBPK environment. The first consultation was carried out with the leadership, namely the Head of BBPK Jakarta in order to get his support. On the occasion of the meeting, the Head of BBPK Jakarta said that eSAP-RP provided his support as a Widyaiswara breakthrough in lesson planning that needed to be developed and introduced to the Facilitators widely. It is expected that the teaching staff can change their behavior, namely planning learning properly. In the end, in each training, the facilitator can change the behavior of the participants so that their competencies are met according to the expected goals. Other support was conveyed by the Head of Administration of BBPK Jakarta as the person in charge of media technology and training information at BBPK Jakarta, providing his support, namely in order to facilitate the dissemination of eSAP-RP to Facilitators, eSAP-RP was included in the BBPK Jakarta Website and designated it as an innovation. BBPK Jakarta, as shown in Figure 1.1.

Figure 1.1.
eSAP-RP as Innovation in BBPK Jakarta Website

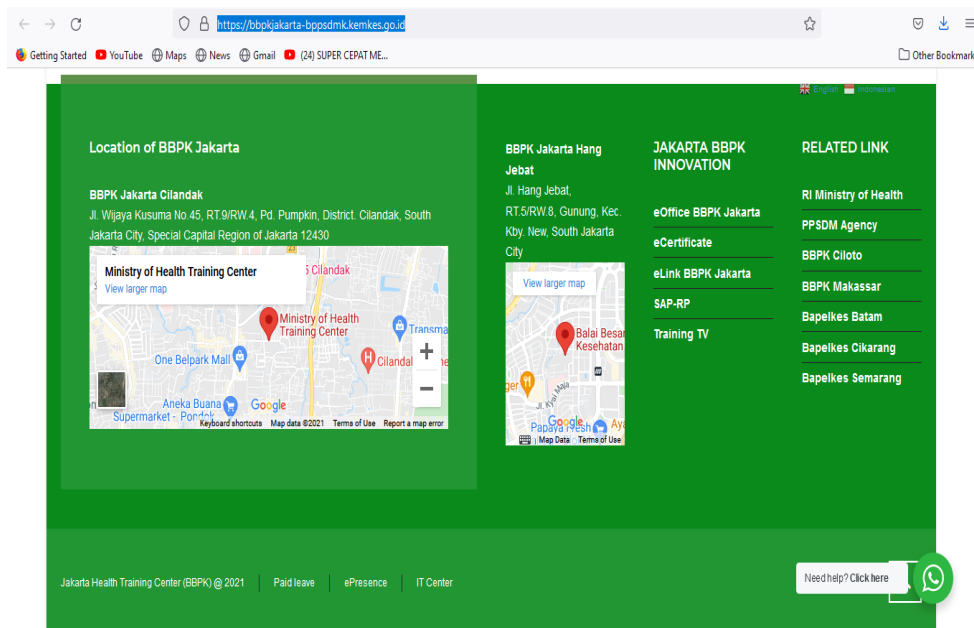


Figure 1. BBPK Jakarta website: <https://bbpkjakarta-bppsdmk.kemkes.go.id/>

The support from the Head of Bapelkes and BBPK within the Health PPSDM Agency is shown by the availability of 20 Widyaiswara as respondents. The next step, Widyaiswara filled out his consent to be involved in research, into the google form platform form with the link: <https://s.id/wueBD>. There are 4 (four) Widyaiswara from BBPK Makassar, 2 (two) Widyaiswara from BBPK Ciloto, 9 (nine) Widyaiswara from BBPK Jakarta, 2 (two) Widyaiswara from Bapelkes Cikarang, 1 (one) Widyaiswara from Bapelkes Batam, and 2 Widyaiswara from Bapelkes Semarang.

The diagnosis stage is carried out by exploring ideas to achieve the vision, namely seeing the condition of whether the eSAP-RP can be continued by BBPK Jakarta or can be used massively by Widyaiswara at BBPK Jakarta and even in BBPK and other Bapelkes within the Health PPSDM Agency. Co-thinking is realized through the implementation of a Preliminary Study, conducted on Widyaiswara at BBPK Jakarta, Bapelkes Semarang and BBPK Makassar, as well as to Training Organizers at BBPK Jakarta. At the stage of diagnosing needs, data and information are needed so that the problem to be studied is clearly positioned, which is obtained through a preliminary study. The problem of Widyaiswara in preparing SAP/RP which has not been fully realized and has not become a habit, the answer is sought through a preliminary study conducted on November 23, 2020, randomly assigned to 17 Widyaiswara from BBPK Jakarta (11 people), Makassar BBPK (2 people), Bapelkes Batam (2 people), and Bapelkes Semarang (2 people). Questions in the preliminary study were given through an instrument in the Google Form platform 'Developing a Lesson Plan, have we done it?' with the link <https://forms.gle/GAZEYkSroNvg9utz6>. The questions given relate to: 1) How often Widyaiswara prepares Lesson Plans (RP), 2) How easy is the Widyaiswara in preparing RPs. 3) Motivation that makes Widyaiswara Interested in Compiling RP, 4) Factors that hinder Widyaiswara from compiling RP. Then do the deepening of the answers to some of the dubious answers.

In the Design phase, the eSAP-RP scenario is designed so that the eSAP-RP can be recognized, used and accepted by Widyaiswara. The design of the eSAP-RP scenario consists of stages of activities that can and are possible for Widyaiswara to carry out. In carrying out the implementation review, research is carried out based on possible stages by first studying references related to the methodology that will be used according to the research objectives. The results of the preliminary study have provided certainty that research on innovation implementation reviews can be continued. Creativity is needed to get the stages that allow it to be arranged and can accommodate the entire review process in order to achieve the expected goals. As a form of design for the implementation of eSAP-RP implementation, as follows: 1) Socialization of eSAP-RP, conducted to target groups regarding understanding of eSAP-RP and the flow/steps to be followed, 2) Workshop on the use of eSAP-RP, where the target group is given knowledge and skills to be able to practice eSAP-RP, 3) Trial using eSAP-RP in learning, where the target group tests eSAP-RP in order to know the reliability of the eSAP-RP, 4) Monitoring Widyaiswara's ability to use eSAP-RP, which is to monitor the eSAP-RP that has been carried out by the target group so that it is easy to use by the target group, 5) Survey the impact of the implementation of the eSAP-RP, to see the results of the target group's activities and the sustainability of the eSAP-RP in the implementation of Widyaiswara's duties.

The Deliver stage is the innovation implementation stage which is a continuation of the design stage, namely the design of the innovation plan as an innovation action plan. Activities carried out at the deliver stage, namely: 1) monitoring the implementation of innovation through activities: eSAP-RP socialization, workshops on the use of eSAP-

RP, and trials using eSAP-RP in learning, 2) collecting evidence through capability monitoring activities. Widyaiswara in using eSAP-RP, and 3) conducting a survey of the impact of the implementation of eSAP-RP by Widyaiswara.

New innovations will bring greater benefits if they can be widely known by parties outside the initiator or perpetrators, and will be more useful if they can be applied by more and more parties (Dr. Tri Widodo W. Utomo, 2017). The results of the survey on the impact of using eSAP-RP, show that it is still necessary to accelerate the implementation of eSAP-RP so that Widyaiswara can change the mindset and change behavior to obey making learning plans, namely SAP/RP and done electronically through eSAP-RP.

In order for the acceleration of eSAP-RP implementation to be carried out effectively by Widyaiswara within the Health PPSDM Agency, a review of the eSAP-RP implementation was carried out to see the factors that support and hinder the use and utilization of eSAP-RP by conducting an analysis based on the elements of the 5M Model management.

LITERATURE REVIEW

Model 5M Elements of Management

5M is a term that refers to the main production factors needed by an organization in order to operate optimally. (Wikipedia, 2021) In English known as Model 6 M. The contents of the 6M model are: 1) Man (Human), refers to humans as labor. 2) Machines, refers to machines as facilities/tools to support company activities, both operational and non-operational. 3) Money (Money/Capital), refers to money as capital for financing all company activities. 4) Method (Method/Procedure), refers to the method/procedure as a guide for the implementation of company activities. 5) Materials (Raw Materials), refers to raw materials as the main element to be processed into a final product to be delivered to consumers. 6) "Market" (Marketing), refers to the marketing of the final product to consumers. It is also used in more general problem solving or root cause analysis, as with Ishikawa diagrams.

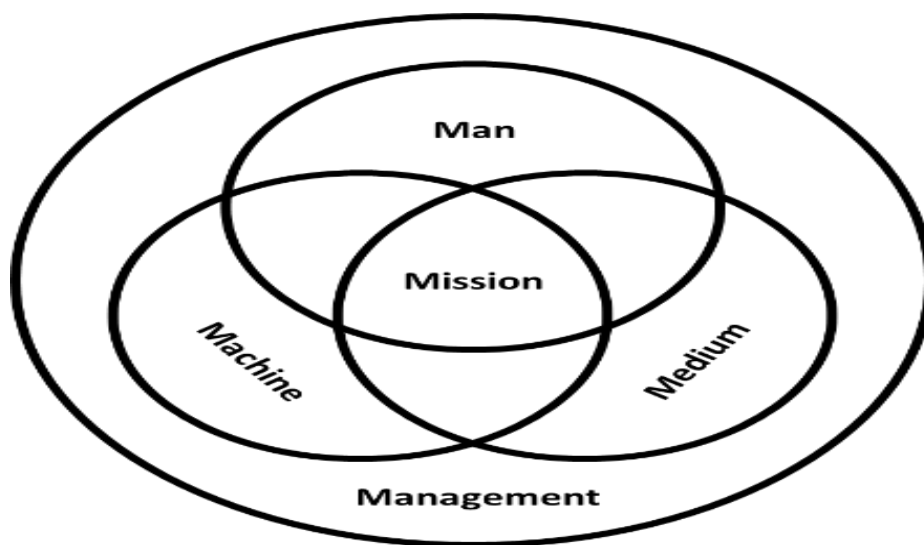


Image source https://en.wikipedia.org/wiki/5M_model#/media/File:The_5M_model_used_for_trouble-shooting.png

The diagram above illustrates the nested/interrelated domains or factors that make up the 5M model used for problem solving and risk assessment, particularly in the traffic industry. Humans, Machines, and Mediums form three interconnected circles, with the Mission at the crossroads, and the space around them representing the prevailing Management approach. Management is a process, which consists of regulating, planning, organizing, directing, organizing and controlling activities carried out to determine and achieve goals through the use of human resources and other resources to achieve organizational goals effectively and efficiently. Effective means that the objectives can be achieved according to the plan, while efficient means that the existing tasks are carried out correctly, organized, and according to schedule. (Kemas, 2013). Planning is done to determine the company's overall goals and the best way to meet those goals. Managers evaluate various alternative plans before taking action and then see if the chosen plan is suitable and can be used to meet company goals. Planning is the most important process of all management functions because without planning, other functions cannot run. While the benefits of planning, among others: 1) Can provide direction and goals to be achieved by the company. 2) It can be determined a guideline as a standard to reduce uncertainty. 3) Can be measured the success or failure of an activity, to facilitate supervision. 4) Can help find opportunities in the future. 5) Creating cost efficiency. Organizing makes it easier for managers to supervise and determine the people needed to carry out the tasks that have been divided. Organizing can be done by determining

what tasks must be done, who should do them, how the tasks are grouped, who is responsible for these tasks, at which level decisions must be made. While the organizational steps include: 1) Detailing all activities that must be carried out. 2) Divide the workload into fun activities. 3) Combine the work of company members in a logical and efficient way. 4) Establishing a mechanism to coordinate work in a harmonious whole. 5) Monitor organizational activities and take steps to increase effectiveness. Directing is an action to ensure that all group members strive to achieve goals in accordance with managerial and business planning. The guiding principle includes the principle of harmony and unity of command. On the principle of harmony, aims to fulfill the needs of the workers must be in harmony with the interests of the company. While the principle of unity of command, unites the direction and goals and the responsibilities of subordinates to superiors.

Principles in management are flexible in the sense that they need to be considered according to special conditions and changing situations. According to Henry Fayol, a management theorist who came from France, the general principles of management consist of: Division of work , Authority and responsibility , Discipline , Unity of command , Unity of direction , Prioritizing the interests of the organization above their own interests, Paying employees , Concentration, Hierarchy (levels), Order , Fairness and honesty, Stability of employee conditions, Initiative, Unity spirit, Corps spirit.

According to Harrington Emerson in Phiffner John F. and Robert V Presthus . (1960) management has five elements (5M), namely: Men, Money, Materials, Machines, and Methods. Peterson O.F., member of Indiana University, puts the machine element into the material and the method is given the term the use so that he says, " Management is the use of man, money and materials to achieve a common goal ". There is another expert named Mooney James D., 1954 , entering the elements of money, materials and machines into a term called facilities so that the elements of management are Men, Facilities, Method . Meanwhile, George R. Terry in his book Principles of Management said, there are six main resources of management, namely: (1) Men and women , (2) Materials, (3) Machines, (4) Methods, (5) Money , (6) Markets.

Man refers to the human resources owned by the organization. In management, the human factor is the most decisive. Humans make goals and humans also carry out the process to achieve goals, management arises because there are people who work together to achieve goals. Money is a medium of exchange and a means of measuring value. Money is an important tool to achieve goals because everything must be calculated rationally. This will relate to how much money must be provided to finance the salaries of workers, the tools needed and must be purchased and how many results will be achieved from an organization. Materials consist of raw materials and finished materials. In the business world to achieve better results, apart from humans who are experts in their fields, they must also be able to use materials/materials as a means, without materials the desired results will not be achieved. Machine or machine used to provide convenience or generate a greater profit and creating the efficiency of work. Method is a work procedure that facilitates the work of the manager. A method can be expressed as determining how to carry out a task by giving various considerations to the target, the available facilities and the use of time, money and business activities. It should be remembered that even though the method is good, while the people who carry it out do not understand or have no experience, the results will not be satisfactory. Thus, the main role in management remains the people themselves. Market or market is a place where the organization disseminates its products. Marketing the product is of course very important because if the goods produced do not sell, then the production process of the goods will stop. Market control in the sense of spreading production is a determining factor in the company. In order for the market to be controlled, the quality and price of goods must be in accordance with consumer tastes and purchasing power of consumers.

RESEARCH METHODS

The research method used is Quasi-Experimental Research using a descriptive qualitative approach. The purpose of Quasi-Experimental Research is to obtain information which is an approximation to information that can be obtained by actual experimentation in conditions that do not allow to control and/or manipulate all relevant variables (Suryabrata, 2014) . Research Quasi-Experimental Research used to obtain information related to the results of the Review of implementation of innovation ESAP-RP, which is conducted to answer the research objectives ie doing the Review implementation of the ESAP-RP based on the implementation of the ESAP-RP so that the activities the Review can provide data and information accurate analysis of the results of the factors supporting and hindering the implementation of eSAP-RP by Widyaiswara.

There are three main elements in research with a qualitative approach. First , the data can come from interviews and observations. Second, qualitative research consists of various analytical and interpretative procedures used to obtain findings or theories. Third , written and oral reports. These reports can be presented in scientific journals or conferences. The form can vary, depending on the audience and the aspects of the findings or theory that it presents (Corbin, 2003) . Qualitative research is used to analyze the factors that support and hinder the utilization and use of ESAP-RP by the lecturer in planning lessons using 5M model management elements (Root Cause Analysis-the 5'M), which consists of factors man, money, materials, machines, and methods.

RESEARCH RESULT

Analysis of the factors that support and hinder the utilization and use of eSAP-RP by Widyaiswara based on the Man factor.

The man referred to in this study refers to the human resources involved or participating directly in the implementation of eSAP-RP, namely Widyaiswara, Information Technology (IT) Team, and Institutional Accreditation Team. The variables used in analyzing the factors that support and hinder the acceleration of eSAP-RP implementation are based on the man factor, namely Widyaiswara, IT Team, Institutional Accreditation Team, to their exposure, namely understanding and ability to use eSAP-RP.

1. Widyaiswara

Widyaiswara's understanding and ability to use Information and Communication Technology is a must in the era of digitalization. The function of information and communication technology is not only limited to transferring learning materials, but also to provide communication. (Ipmsumsel) . Widyaiswara's obstacles are self-awareness of the importance of preparing SAP/RP and the use of information and communication technology tools. In this digitalization era, it is very important for Widyaiswara to master and utilize Information and Communication Technology in managing learning, which is a demand for Widyaiswara's competence as regulated in the Head of LAN Regulation Number 5 of 2008 concerning Widyaiswara Competency Standards. That Widyaiswara must have learning management competence, by applying adult learning and communicating effectively with participants, also has substantive competence, namely the ability to master science and practice skills in accordance with the training material being taught. Obstacles also occur when accessing eSAP-RP, based on the results of the implementation of eSAP-RP stated by a Widyaiswara his limitations in understanding using the eSAP-RP (MA) application, although socialization, workshops and trials of eSAP-RP tools have been provided, a Filling Guide has also been provided eSAP-RP which can be accessed via the link: https://drive.google.com/file/d/1m5Dn5I_uMZMm_SVVaHtcAIGW_w4UZpI/view .

Widyaiswara competency development within the Health BPPSDM has been fulfilled in order to adapt to the digitalization era, by involving Widyaiswara in every seminar or training opportunity related to digitization. The application of the knowledge and practice gained at the seminars and trainings is often obscured by busyness which is used as an excuse. As stated in the results of the implementation of eSAP-RP, that the reason for not compiling the SAP-RP was due to the busy schedule and busy teaching schedule, also because there were no sanctions applied for not preparing the SAP-RP in planning lessons, which affected Widyaiswara's compliance in preparing the SAP-RP. .

Most of the Widyaiswara support the existence of eSAP-RP with their statement in the implementation of eSAP-RP, this tool is easy and easy to access (SA). This shows that Widyaiswara's understanding and ability in using eSAP-RP is quite good, although there are still inputs on how to fill in an ineffective format with lots of fields and the results of the eSAP-RP display still need improvement

2. IT Team

The eSAP-RP application was created together with the BBPK Jakarta website manager who is part of the BBPK Jakarta Information Technology support (IT) Team . Starting from planning, creating and displaying it on the BBPK Jakarta website, it was carried out together as the eSAP-RP development team. Thus it can be said that the IT Team has a big role in the preparation of eSAP-RP. The competence of the IT team is in accordance with their field, for this reason, an understanding of the eSAP-RP application and its benefits has been fulfilled along with the manufacturing process, although there are substantive limitations of understanding. The IT team as the manager of the Jakarta BBPK website is directly responsible for network system development, improvement and evaluation of computer objects, installation, and software (IT team work) including ensuring easy access for Widyaiswara and other users to eSAP-RP. Possible obstacles that might arise from working in a team are: 1) Lack of commitment in the team, commitment to development, especially improvement of applications demanded by Widyaiswara to make it easier and more flexible. 2) There is an indifference to the results obtained by the team. These things that might hinder teamwork can be done by: 1) Building trust in the Team, and building commitment by sharing information, giving appreciation for the performance that has been built, recognizing each other's behavior and personality styles. 2) Focusing attention on the results that the Team needs to achieve, by expressing a commitment to the desire to achieve team results, giving rewards based on success in achieving team results. (Neslianita, 2019) By applying this theory, it is hoped that improvements to the application and further development can be carried out in accordance with expectations, so that Widyaiswara's mindset and behavior change in preparing SAP-RP using eSAP-RP. In the implementation of eSAP-RP, the award as a Team has been included in the application, as stated on the last page of eSAP-RP, IT Team as a programmer, so that it is hoped that there will be continuity as a Team member in the development of eSAP-RP.

a. Accreditation Team

The quality of training implementation is pursued through the role of the training institution's quality assurance system. However, the Quality Assurance Team has not optimally considered the need for a learning plan prepared by Widyaiswara as part of the quality assessment of the training results. One part of the quality assurance system that is carried out is through the accreditation process of the training unit. Accreditation is carried out in order to ensure that the training unit is truly able to manage training according to the standards that have been set. (Health HR Training Center, 2020) . BBPK Jakarta received institutional accreditation from the Health Human Resources Training Center as part of the technical implementing unit in the field of training within the Health PPSDM Agency. Meanwhile, as a training institution, it has received an accreditation certificate from the State Administration for Management and Leadership training. Accreditation Institutions providing health training for the Training Unit are managed by the Health Human

Resources Training Center, the Health PPSDM Agency. (LAN RI, 2016) The establishment of the Health PPSDM Agency as an Accrediting Agency for Technical and Functional Health Training by LAN RI, and Training Accreditation from LAN RI (LAN R. , LAN Regulation Number 13 of 2020 concerning Training Accreditation, 2020) strongly supports the realization of quality learning outcomes. In relation to improving the quality of training, the learning process carried out by Widaiswara is very important, so that Widaiswara's readiness in preparing lesson plans will determine the quality of learning outcomes. In the Guidelines for Institutional Accreditation of Health Human Resources Training Center Decisions, in the evaluation of the training planning component, it is stated that the training planning variable is the existence of a training plan prepared by the organizer in the form of a training reference frame that refers to the training curriculum. Meanwhile, in the LAN Regulation concerning accreditation, the program accreditation assessment element is carried out through the provision of an assessment based on one of the elements, namely training program planning. Based on the regulations and provisions of training accreditation, the Accreditation Team has not optimally considered SAP-RP as a tool that must be done and is a must for Widaiswara in planning learning programs as one of the determinants of the quality of the training program.

Formulating Problem Solving Priorities on the 5M Factor in Accelerating the Implementation of eSAP-RP by Widaiswara with the Reinke Method .

Based on the problems and problem solving in the context of accelerating the implementation of eSAP-RP by Widaiswara, screening was carried out to obtain priority problem solving which then became policy recommendations according to the capabilities of existing resources. Determining the priority of problem solving is done by scoring with the **Reinke** method (Friedrich Berthold Reinke, 1862-1919) . This method uses a score of 1-5 with four criteria, namely:

M = Magnitude of the problem , namely **the amount of masala h** which can be seen from the % or number/group affected by the problem, community involvement and the interests of the relevant agencies.

I = Importancy or **the gravity of the problem** is the high incidence of the problem as well as trends over time.

V = Vulnerability, which **is whether or not the problem solving is sensitive** in solving the problems at hand. Sensitivity can be known from the estimated results (output) obtained compared to the sacrifice (input) used.

C = Cost, namely **costs** or funds used to carry out problem solving. The higher the cost, the lower the score.

P = Priority of problem solving.

The result of the score of each problem solving is calculated by the formula: **P = (M x I x V): C**

Table 1.
Description Criterion M (Magnitude of the problem) or the amount of problem

Score	Indicator	Indicator Description
5	Very big problem	Influence 85% interest of the organization
4	Big problem	Influence 65 - 84% interest of the organization
3	Big enough problem	Influence 45 - 64% interest of the organization
2	Less big problem	Influence 25 - 44% interest of the organization
1	No big deal	Influencing 25% of the organization's interests

Table 2.
Description of Criterion I (Importancy) or Emergency Problem

Score	Indicator	Indicator Description
5	Very high incidence of problems	Time to complete troubleshooting > 1 year
4	High incidence of problems	Time to complete troubleshooting 9 – 12 months
3	High enough problem occurrence	Time to complete troubleshooting 6 – 9 months
2	Less high incidence of problems	Time to complete troubleshooting 3 – 6 months
1	Not high incidence of problems	Time to complete troubleshooting < 3 months

Table 3
Description of Criterion V (Vulnerability), Sensitive or not Problem Solving

Score	Indicator	Indicator Description
5	Very urgent	Troubleshooting handling authority at Echelon 1 level or equivalent
4	Urge	Troubleshooting handling authority at Echelon 2 level or equivalent
3	Urgent enough	Troubleshooting authority at Echelon 3 level or equivalent
2	Less urgent	Troubleshooting handling authority at Echelon 4 level or equivalent
1	Not urgent	Troubleshooting authority at the Functional Staff level

The implementation step in determining alternative problem-solving activities in accelerating the implementation of eSAP-RP by Widyaiswara, became the basis for realizing the development of eSAP-RP in order to gain recognition and enter into the business process of the training unit. This innovation will be used again to accelerate other innovations internally and externally at the Health PPSDM Agency, so that Widyaiswara is moved to become agents of change to strengthen the learning process. eSAP-RP becomes a pilot/modeling of a more structured innovation movement from Widyaiswara, is a prototype that can be implemented and the extent of its benefits can be observed, which can later be displayed both to all Widyaiswara within the Health PPSDM Agency, and more broadly, namely to all Ministries/Institutions at Central and Regional through the Indonesian Widyaiswara Professional Association. The Jakarta Health Training Center, the Health Human Resources Training Center, the Secretariat of the Health PPSDM Agency, which are structurally under the auspices of the Health PPSDM Agency play an important role in accelerating the implementation of eSAP-RP.

Institutionalization is the process, method of action, institutionalization (KBBI). Institutional is a matter of (which is) an institution. While the institution means the origin (which will become something), the original form (form, form). Stages of activities in institutionalization, namely:

1. Team Building

To monitor the development of the implementation of the regulatory stages, through technical guidance and periodic monitoring, then the regulation on the use of eSAP-RP can be gradually implemented into Widyaiswara's SKP, also in the implementation of making SAP-RP in support of health institution accreditation and training accreditation.

2. Policy Evaluation

A policy evaluation was carried out to what extent Widyaiswara had prepared the SAP-RP through eSAP-RP, the extent to which the implementation of the regulation helped the core business to be better. As explained by William Dunn (William N., 2000) in the Evaluation of Public Policy, the stages of public policy are: (a) Setting the agenda. Agenda setting is a very strategic process in the stages of public policy. (b) Policy Formulation. Problems that have successfully entered the government's agenda are then processed and defined by policy makers so that policy alternatives can be found as solutions to these policy problems. (c) Policy Adoption/Legacy. The purpose of legitimacy is to authorize the basic processes of governance. If the act of legitimacy in a society is governed by the sovereignty of the people, citizens will follow the direction of the government. But citizens must believe that the government's actions are legitimate actions, namely by supporting. (d) Policy Implementation. All programs will only be elite records, if these programs are not implemented. Therefore, the policy program that has been taken as an alternative problem solving must be implemented, that is, carried out by administrative bodies and government agencies at lower levels. (e) Policy Assessment/Evaluation. In general, evaluation is a phase or functional stage related to the estimation and value of a policy. Evaluation is not just a stage that will be carried out on the final agenda of a policy process. But it also covers all aspects of a policy. Starting from the formulation of policy problems, proposed programs to solve policy problems, policy implementation to the impact of the policy itself.

CONCLUSION

Factors that support and hinder Widyaiswara's utilization and use of eSAP-RP, namely:

1. Supporting factors

- a) The fulfillment of Widyaiswara's competency development to improve understanding and ability to use Information and Communication Technology by Widyaiswara who is facilitated by the training unit.
- b) The existence of eSAP-RP that facilitates its use by Widyaiswara in planning learning.
- c) The IT team as the eSAP-RP development team, is always updated with development programs and has competencies that are in accordance with their field of work.
- d) The IT team as the website manager always tries to maintain the quality of the content and tools.
- e) The existence of a Quality Assurance Team that always maintains the quality of the training results.
- f) The Accreditation Team works based on guidelines and regulations to maintain the quality of the training results.

- g) The eSAP-RP application listed on the Jakarta BBPK website at the address: <http://bbpkjakarta-bppsdmk.kemkes.go.id/saprp/> is managed by professionals in their fields with educational qualifications and competent in the field of information technology, integrated into the process training unit business, so it does not require special funds to access eSAP-RP.

2. Obstacle factor

- a) There are obstacles from Widyaiswara, namely the awareness of the importance of preparing SAP/RP and the use of information and communication technology tools.
- b) There has not been a reward and punishment for Widyaiswara in planning learning.
- c) The format in the eSAP-RP application has not met Widyaiswara's expectations and needs improvement.
- d) The Accreditation Team has not required Widyaiswara to make SAP/RP in planning learning as a quality control of the learning process in training.
- e) The limitations of infrastructure facilities owned by Widyaiswara are related to the internet and signal networks, namely limited electricity capacity, limited specifications for computers, laptops or cellphones owned by Widyaiswara.
- f) The bandwidth capability of the website infrastructure affects network affordability for users who will access eSAP-RP.
- g) The amount of budget that is adjusted to the capacity of employees including Widyaiswara in providing internet services in the training unit needs to be considered, so that access to eSAP-RP is not hampered.
- h) Reward and punishment arrangements that encourage Widyaiswara's performance, both related to regulations on accreditation of health training and accreditation of training institutions have not been regulated.
- i) There is no regulation that regulates Widyaiswara's obligation to prepare SAP-RP in order to achieve Widyaiswara competency standards according to the Regulation of the Head of LAN RI Number 5 of 2008 concerning Widyaiswara Competency Standards.
- j) There is no regulation on Widyaiswara's obligation to prepare SAP/RP, as one of the requirements in training accreditation for the Trainer component.

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