

# Management Education and Training at the Research and Development Agency for Legal and Judicial Education and Training at the Supreme Court of the Republic of Indonesia

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**ABSTRACT.** This research is a descriptive qualitative study aimed at describing the practice of management education and training at the Research and Development Agency for Legal and Judicial Education and Training at the Supreme Court of the Republic of Indonesia. In this research, data collected through interviews, observation, and documentation techniques. The data that has been collected is then analyzed using data analysis techniques, the Miles and Huberman model, which consists of data reduction, data presentation, and concluding. Based on the research results obtained six findings. First, education and training activities are based on KMA Number 140/KMA/SK/K/2008. Second, the governance of the education and training program of the Education and Training Research and Development Agency for Law and Justice of the Supreme Court of the Republic of Indonesia consists of planning, implementing, and evaluating activities. Third, there are two strategies implemented in implementing education and training at the Supreme Court of the Republic of Indonesia, namely strategies in learning and strategies in developing education and training programs. Fourth, based on the research results, it can be seen that there are problems and weaknesses in the components in the implementation of education and training, such as participants, teaching staff, and facilities and infrastructure. Fifth, some changes are being made to make improvements, such as improving the use of technology and increasing the budget for the implementation of education and training. Sixth, there are two anticipatory steps taken towards the governance of the implementation of education and training to obtain optimal results.

**Keywords:** *Coaching, Education, Training, Teaching Staff*

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## INTRODUCTION

Changes are taking place so massively, both in the global and regional spheres, such as Indonesia. It can say that the 21st century is a century full of changes (Huzaemah, 2019). In Indonesia, the changes that have occurred since the reforms in 1998 have significantly impacted governance. Various changes have resulted in complex social conditions. It all happens because changes result from political dynamics (Lingard *et al.*, 2005). The multiple changes that have occurred are expected to bring the nation in a better direction. One of the changes that happened was in the Supreme Court of the Republic of Indonesia.

One of the recommendations in the Blueprint for the Supreme Court of the Republic of Indonesia that has been implemented is updating the regulations and policies regarding judicial technical education and training, management and leadership education and training, and research and development. The Supreme Court of the Republic of Indonesia is directly and exclusively responsible for the management and capacity building, education, and training of all judiciary members and elements in four judicial environments: General Courts, Religious Courts, Military, and State Administrative Courts. It was done as an effort to develop the quality of human resources at the Supreme Court. Development of the quality of human resources must be carried out by any organization, including the Supreme Court, to get the quality performance of its employees (Sauri *et al.*, 2019).

Of course, many techniques can be used to develop the quality of human resources in an organization. One of the techniques commonly used is the coaching technique. Guidance for human resources can be done by regularly providing education and training for each member of the organization. Education and training results are carried out periodically and are then used as materials for continuous improvement efforts (Burati *et al.*, 1992). The development of human resources through education and training is related to functions and efforts to increase humans' usability and usability in cooperation to achieve common goals. Cooperation can be carried out between the organization members with the capabilities they have on the principle of mutual benefit. Of course, it is not easy for a leader to direct his members to have the will and ability to work together to achieve goals. With actual coaching, cooperation between members can be fostered (Bruning & Ledingham, 1999).

So in coaching, the development of the organization's ability is arranged to carry out their duties and functions to be better and more effective and demand a more comprehensive view, better abilities, and skills. Coaching will work well if the leadership has the skills and innovation to carry out the coaching. Through these skills, the leadership determines the targets and development programs for the judiciary citizens they lead. Recognized or not, a leader's leadership will significantly affect its members' performance (Toyib *et al.*, 2020). The target of coaching is to increase the knowledge and skills of the judiciary and increase the commitment, willingness, or motivation of the judicial citizens in carrying out their duties. Commitment can be created from a willingness or high motivation to work (Nir, 2002). High motivation will be meaningful if it is supported by competency ownership. Both commitment, motivation, and competence can be formed and developed through a coaching program carried out in a planned, regular and sustainable manner by taking into account coaching principles, such as quality coaching, professional development, and motivation (Nurdin, 2019). Then basically, the coaching carried out through education and training at the Supreme Court aims to develop the human resources' basic capabilities in it.

The essence of education and training carried out for judicial human resources is to develop their competence. The judicial citizens have the ability and will or motivation, where the ability and will are reflected in the employees' performance. The guidance that is carried out can be said to be good and effective if members of the judiciary as graduates of educational and training institutions are able to increase their abilities and innovations in carrying out their duties, and this guidance changes the behavior of judicial citizens in relation to employees in general, technical and non-technical personnel. Meanwhile, coaching is said to be successful if there is an increase in the coaching participants' performance after participating in educational and training activities (Mulyani, 2019).

Coaching through education and training is very strategic in improving the quality of human resources for court employees. The consequence of all this is if the Supreme Court of the Republic of Indonesia strives to continuously develop the knowledge and skills of the judicial community in the four justice courts. All of that will contribute positively to the improvement of the quality performance of human resources of the Supreme Court of Indonesia, manifested in

the change in employee behavior for the better. The success of the implementation of coaching and training itself is strongly influenced by the leadership and practice of managerial activities in it (Groves, 2006). It becomes essential to research. Therefore, the author is interested in studying educational practices and management training in Balitbang Education and Training of Law and Justice in the Supreme Court of the Republic of Indonesia. Thus this research aims to describe education and management training in the Legal Research and Development Agency and Judicial Training in the Supreme Court of the Republic of Indonesia.

## **METHOD**

In this study, the authors used a qualitative approach and descriptive methods. Data were collected through three techniques. First, observations are made to obtain data on the actual conditions of academic qualifications and the competence of teaching staff directly with all aspects of academic qualification standards and the competence of teaching staff. Its targets are teaching staff at the Research and Development Agency for Education and Training for Law and Justice of the Supreme Court of the Republic of Indonesia, heads of research and development agencies, supervisory judges, structural officials, and other fields who handle teaching staff. Second, interviews were conducted to obtain direct and more detailed information regarding academic qualification standards and teaching staff's competence. Third, the study of documentation used to collect data and information relating to human resources from education and training in legal and judicial education and training research and development agencies sourced from documentation in the form of written data or other media. From the documentation, data is obtained such as: (1) regulations, policies, provisions, stipulations regarding academic qualification standards and the competence of teaching staff; (2) Physical evidence of performance results of the implementation of education and training, both technical non-technical supervision of education and training on education management and training in improving the quality of human resources (Moleong, 2009).

To be effective, the researcher follows three stages of the procedure in data collection, namely the orientation, exploration, and member check stages. At the orientation stage, the authors conducted a documentation study, pre-survey, and compiled a pre-design. At the exploration stage, the writer carried out a triangulation process that included observation, interviews, and documentation. Meanwhile, at the member check stage, the writer confirms the results of the interview, the results of the information are discussed for conclusions, corrections, and evaluations (Sugiyono, 2010). After the data is collected, the writer analyzes the data using the data analysis model of Miles and Huberman with three stages of data analysis, namely data reduction, data presentation, and concluding (Milles *et al.*, 2014).

## **RESULT AND DISCUSSIONS**

### **Result**

Based on the study results, six findings were found related to the process of managing education and training in Balitbang Education and Training law and justice in the Supreme Court of the Republic of Indonesia.

*First*, education and training activities are based on KMA No. 140/KMA/SK/K/2008 Article 35 paragraph (1), in carrying out its duties and functions, technical education and training are authorized and responsible for planning and providing education and training within the Supreme Court of the Republic of Indonesia with a comprehensive, integrated, and sustainable pattern for technical judicial personnel and judicial administration personnel in the field of a particular law and court administration. Then, in KMA No. 40/KMA/SK/K/2008 Article 57 paragraph (1), it is stated that the purpose of this training is: a) Provide education and training in the field of management and leadership with a comprehensive, integrated and sustainable training

and education pattern; and b) Improving skills, expertise, and management and leadership skills for technical judicial personnel and general judicial administration personnel. This regulation is a form of public policy that becomes the operational basis for carrying out educational and training activities (Wiyani, 2020).

*Second*, the governance of the education and training program of the Education and Training Research and Development Agency for Law and Justice of the Supreme Court of the Republic of Indonesia consists of planning, implementing, and evaluating activities. At the education and training planning stage, the following activities carried out: preparation of competent teaching staff as education and training facilitators; the teaching staff included in Training of Trainers (ToT); structural officers subjected to education management training and coaching to understand the management of education and coaching management. The implementation of education and training will later facilitate by teaching staff who have competence or certification of the education and training materials they provide; and socialization of the implementation of education and training by teaching staff.

Various training given to teaching staff carried out to develop the competence of the teaching staff. If the teaching staff's competence is left alone without any development, the teaching staff's competence will stagnate (Mulyadi *et al.*, 2020). At the stage of implementing education and training, efforts to produce behavior changes to improve the quality of ability continue to be carried out so that it is by the common objectives. Education and training are expected to shape the attitudes and behavior of employees in doing their jobs. In order to achieve this, the teaching staff utilizes and organizes training components which include: participants, facilitators, resource persons, methods, media, facilities, environment, curriculum, materials, and evaluation. All of them then become components in the implementation of education and training. Two activities are carried out in the education and training evaluation stage, namely learning evaluation and program evaluation. The teaching staff carries out the learning evaluation to accommodate the participants' aspirations for the development of the following education and training so that all implementation activities can run effectively and efficiently. Program evaluation is carried out with good cooperation between the leadership and the teaching staff regularly in diagnosing problems in training and then looking for solutions. This program evaluation can be maximally carried out when the leader can build communication patterns that are built from top to bottom (Spillane, 2005).

*Third*, there are two strategies implemented in implementing education and training at the Supreme Court of the Republic of Indonesia, namely strategies in learning and strategies in developing education and training programs. Regarding the learning strategy, it can be seen that the head of the education and training sector conducts outreach to the teaching staff before education and training is carried out. It is done so that the teaching staff can develop learning strategies ranging from learning preparation, classroom infrastructure to designing learning activities. Then the material selection is carried out by each teacher. Next, the teaching staff who have been selected are allowed to develop the material to be delivered at the training through various methods and learning media. Then the strategic steps in the development of education and training programs for the Legal and Judicial Education and Training Research and Development Agency include: analyzing education and training needs; adjusting the budget for the implementation of education and training; understanding and optimizing the use of e-learning; evaluating the implementation of education and training on an ongoing basis so that efforts can be made to improve the provision of education and training continually; and reforming the education and training curriculum.

*Fourth*, based on the research results, it can be seen that there are problems and weaknesses in the components in the implementation of education and training, such as the participants, teaching staff, and facilities and infrastructure. In terms of students, most students who took part in the training came from the center, not from the regions. The awareness to take part in training is lacking, and it is estimated that 80 percent and above, a maximum of only 10 percent



specifically for General Courts. The reason is that husband and wife are invited to attend the training even though they have small children, and parents need care, many tasks, and other reasons. In terms of teaching staff, the number is still limited, only around ten people. The instructor is usually a High Judge who is seconded to the education and training center. Then other problems and weaknesses from the side of the teaching staff include: because they are experienced sometimes the teaching staff does not use the lesson plan as a guide in the implementation of learning; the teaching staff does not prepare teaching aids; the teaching staff does not deliver material with the dominance of the lecture method so that participants are easily bored and passive. There are problems and weaknesses in facilities and infrastructure: the accommodation is adequate, but the learning space is not yet representative; the dining room is not equipped with a sound system; learning media is still very standard. In terms of teaching materials, it can seem that teaching materials for education and training are by the standards but have not been made as a whole with the use of e-learning. In terms of classrooms, there are no representative classrooms yet.

*Fifth*, various changes are being made to improve the implementation of education and training in the future. In terms of technology, facilities and infrastructure are being structured, and technology and information are used in an integrated manner. From the financing side, an increase in the amount of the education and training budget has been made. In terms of teaching staff, they recruit teaching staff optimized, both from the central government and those from the regions. From the institutional side, the Supreme Court collaborates with institutions related to education and training implementation.

*Sixth*, data can be found that there are several anticipatory steps taken towards the governance of education and training programs of the Research and Development Agency for Education and Training in Law and Justice of the Republic of Indonesia's Supreme Court. From the leadership side, the leadership of the education and training institution shall: (1) approach regularly to discuss the education and training program that will be or are being held temporarily; (2) accommodate aspirations or input, especially from subordinates for the development of future education and training, so that all implementation activities can run effectively and efficiently. Input from subordinates can emerge and develop if the leader applies a democratic leadership style (Thalib *et al.*, 2019). In terms of the implementation of education and training, the following are carried out: preparing and structuring the implementation of the Education and Training at the respective official level, preparing relevant officials to deepen their respective duties, long before the time of the training, all related departments coordinate to prepare for the implementation of the training that will be held. In terms of implementation system, the following activities have been implemented: (1) development of implementation strategy through the preparation of training facilities and training to learning activities and selected resource persons who have competencies and certifications of materials taught; (2) Utilization of graduates of Balitbang Education and Training Kumdil Supreme Court of the Republic of Indonesia in four judicial environments, namely: (a) Technically the results of training intended are for four judicial environments: public courts, religion, military and state administration are returned and used by their respective task forces (b) Technically, the results of the training referred to for the four judicial environments include: General Court, Religion, Military, and State Administration are also returned and utilized by their respective task forces.

## **Discussions**

Coaching carried out at the Education and Training Research and Development Agency at the Supreme Court of the Republic of Indonesia is carried out based on the government's policies. It means that the implementation of education and training is based on a formal juridical foundation that then binds every party involved in implementing education and training. The policy is an action that leads to the goals proposed by a person, group, or government in a specific environment in connection with certain obstacles while looking for opportunities to

achieve goals or realize desired goals. Based on this, it can be said that the policies used to organize education and training are by the objectives of education and training itself, namely building the quality of human resources in the Supreme Court and the Four Courts of Justice in its subordinates.

In terms of governance, education and training can be done well because there are systematic and systemic managerial activities. Managerial activities include planning, implementation, and evaluation. *Planning* is defined as one of the essential management functions (Royhatudin *et al.*, 2020); this planning activity is permanently attached to daily human life activities since a plan will significantly affect the success and failure of the work. Therefore, a good job is planned, and we should do the job as planned. Because the environment of the Education and Training Research and Development Agency at the Supreme Court of the Republic of Indonesia constantly changes along with the times, it is necessary to communicate in terms of the education and training planning system related to decision making, planning, monitoring, evaluation, and formulating policies that are in urgent need communication as supporting material in education and training planning. In this case, a system of approach is needed, namely participatory education and training planning. From the implementation side, it can be seen that implementation is an effort to move group members so that they are willing and trying to achieve organizational goals and organizational goals. Implementation is an effort to carry out what has been planned through direction and giving motivation to run optimally and according to predetermined goals.

Then related to evaluation activities, according to the authors, evaluation is not just assessing an activity spontaneously and incidentally but is an activity to assess something systematically planned and directed based on clear indicators. Evaluation is a systematic process of determining the value, purpose, effectiveness, or suitability of something according to predetermined criteria and objectives. This decision-making process is based on careful comparisons of observable data using specific criteria. Based on the above opinion, the writer concludes that evaluation is an activity of assessing, carried out systematically, and planned to obtain information for decision-making. In the framework of the realization of a one-roof system by the mandate of Law No. 35 of 1999 concerning amendments to Law No. 14/1970 regarding the principles of judicial power, it is necessary to prepare the development of human resources for judicial power (clerks, bailiffs) through an education system by the demands of the times. Therefore, the implementation of education and training programs institutionally needs to be strengthened.

Inevitably, every program implementation, including education and training programs, is bound to be covered with various problems. Problem is always inherent in life. Problems in a person's life are influenced by three factors: innate, maturity, and environment. The problems faced by the teaching staff are usually due to experience; sometimes, they do not use the lesson plan as a guide in implementing learning. The lesson plan is a learning scenario created by the teaching staff before the implementation of learning begins. The document contains what competencies will be achieved and contains details on how long the face-to-face meeting will take. It even details how many minutes the initial activity is for carrying out routine activities, perceptions, and assessments to get to know students' initial provisions, time used for core activities, and details of time for final activities.

The lesson plan also clearly states what teaching aids are needed and what learning resources are used. Likewise, the learning plan has also included an assessment activity plan that is an effort to obtain feedback on the teaching staff's success. The lesson plan is not functioning, and there are even teachers teach without being guided by the lesson plan. This causes the learning activities to be unfocused. Providing education services that run without direction has become an indication that the teaching force's professionalism cannot be carried out optimally (Salim & Septiana, 2020). The teaching staff also did not prepare teaching aids. Teaching aids are

needed to help the teaching staff explain the subject matter to know for real through tangible objects. With this tool, knowledge is verbal and can overcome the communication gap between teachers and participants. The teaching staff did not bring teaching aids, so that all they did was lectures and lectures. They are then related to problems and weaknesses in the components of educational facilities and infrastructure where each education is required to have facilities such as furniture, educational equipment, educational media, books, and learning resources to support an orderly and optimal learning process. If the complete facilities are adequate and well managed, the education process will run optimally. Adequate educational facilities affect the success of students in learning and affect the ability of teaching staff to carry out learning activities (Rizal & Nurjaya, 2020).

Meanwhile, related to the curriculum, it can be said that an essential component that must be considered in the success of the curriculum is the availability of professional human resources to implement the curriculum. Because no matter how well the curriculum is designed, if human resources cannot convey what is mandated by the curriculum, then the curriculum cannot run smoothly. Of course, a curriculum that is designed must consider the existing facilities to carry out education and training. Unequal facilities in all classes can be one of the obstacles in implementing the curriculum. There is a demand for the use of technology as a learning medium in the curriculum, but in some classes, there is no such technology, so learning activities can not run well. Facilities owned by an educational institution can significantly influence the learning activities that take place in it (Nurdin, 2020). It is then related to problems and weaknesses in the teaching material components, where the teaching material is an essential part of the learning process. Teaching material is one part of teaching resources that can be interpreted as something containing learning messages, both specific and general, that can be used for learning purposes. There are several limitations to the use of teaching materials. The limitation is that the preparation of suitable teaching materials requires specific skills. It means that the success or failure of teaching materials depends on the preparation. It is difficult to determine the scheduling and graduation process. It requires education management that is very different from conventional learning because each education and training participant completes teaching materials at different times, depending on the time and duration of education and training.

While the problems and weaknesses in the learning media components can be seen from the various learning media used, such as (1) Audio media, among others: radio, magnetic tape recording device and language laboratory; (2) Projection media, among others: frame film, transparent projectors and invisibility projectors; (3) Three-dimensional (3D) media; (4) Human-based media; (5) Visual media; (6) Audio-visual media; (7) computer media; (8) Print media. However, in reality, each has advantages and disadvantages in its existence in implementing education and training. Of course, this can hamper the implementation of learning activities. Efforts to add learning media need to be made to overcome weaknesses in existing learning media. It must be the leader's work agenda because the development of educational facilities in an institution will be significantly influenced by how the leadership views facilities that support learning activities (Rozak *et al.*, 2020). Meanwhile, problems and weaknesses were also found in the components of the learning process and learning evaluation. The learning process is a process in which there are interactive activities between the teaching staff and education and training participants. There is reciprocal communication that takes place in educational situations to achieve expected learning goals. In the learning process, the teaching staff is two inseparable components. There must be mutually supportive interactions between the two components so that the learning outcomes of the training participants can be achieved optimally; among the weaknesses of the methods used are non-varied, monotonous, rigid, and participants are also under pressure from the teaching staff.

The last component in the learning process is evaluation. Evaluation is a barometer to measure the achievement of the interaction process, by conducting an evaluation can control

student learning outcomes and control the accuracy of a method used by the teacher so that the achievement of learning objectives can be optimized. The aims and objectives of learning evaluation are an assessment activity to measure and determine whether or not learning objectives are achieved and to control the accuracy of a method used by a Widyaiswara or teacher for education and training participants. Therefore, it is hoped that the evaluation will significantly affect the progress and abilities of education and training participants to make them better and have higher performance. However, in this case, sometimes, it is not implemented optimally. Then, regarding the various changes surrounding the education and training program, it can be seen that human resources and the ability to increase the capacity of science and technology are the cornerstones of the strength of a nation. As an illustration, many countries lack natural resources, but they can survive and even become superior to other countries that are rich in natural resources because of their quality human resources. Korea, Japan, and China have proved it. Likewise, Taiwan and Vietnam were able to catch up with Western countries. Their economic progress grows due to strategies in building human resource capacity and mastery of science and technology. That is why the author views science and technology in training as two inseparable things. In the era of the industrial revolution 4.0, every institution is now required to develop science and technology in various fields, including in education, by utilizing digital technology (Sutarman *et al.*, 2019).

Educational and Coaching Institutions generally have meaning and are more focused or specific. Educational and Coaching Institutions are often referred to as training institutions or training institutions. Educational and Coaching Institutions can get some forms of training that may not have to have high theoretical knowledge. In education and training, the knowledge of skills offered is more practical by emphasizing the benefits for participants who participate in the training. Education and training materials are generally arranged systematically and intensively in learning programs that can be completed in a short time, namely, four days, one week, and a month. When viewed by the administration, then the Institute of Education and Coaching is generally held by government agencies and private institutions based on established programs.

## CONCLUSION

Based on the research results, it can be seen that the implementation of education and training in the Research and Development Agency at the Supreme Court of the Republic of Indonesia is quite good. This can occur because of systematic managerial activities and supported by democratic leadership practices. From the research results, six findings were obtained: a) education and training activities are based on KMA Number 140/KMA/SK/K/ 2008, b) the governance of the education and training program of the Education and Training Research and Development Agency for Law and Justice of the Supreme Court of the Republic of Indonesia consists of planning, implementing, and evaluating activities, c) there are two strategies implemented in the implementation of education and training at the Supreme Court of the Republic of Indonesia, namely strategies in learning and strategies in developing education and training programs, d) based on the research results, it can be seen that there are problems and weaknesses in the components in the implementation of education and training, such as participants, teaching staff, and facilities and infrastructure, e) there are changes that are being made to make improvements, such as improving the use of technology and increasing the budget for the implementation of education and training, and f) there are two anticipatory steps taken towards the governance of the implementation of education and training to obtain optimal results

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