OPTIMIZATION OF THE ROLE OF WIDYAISWARA, WIDYAPRADA, WIDYABASA AND WIDYABHAKTI COMPETENCIES IN IMPORTING THE QUALITY OF TRAINING

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Abstract

This research examines the roles, duties and competencies of various functional positions in the education and training sector, namely Widyaiswara, Widyaprada, Widyabasa and Widyabhakti. Training has an important role in improving understanding, skills and knowledge which have an impact on individual and group performance. This research uses the library study method to collect and analyze data from various relevant literature. The results of this research show that Widyaiswara focuses on implementing education and training, with competencies that include learning management, substance, personality and social. Widyaprada plays an important role in ensuring the quality of education, being responsible for improving the performance of educational units through various training programs. Widyabasa plays a role in developing, fostering and protecting language and literature, while Widyabhakti integrates community service with training to improve the quality of life of the community. Through a comprehensive approach, this journal explores how these functional positions contribute to improving the quality of education and developing human resources.

*Keywords: **Widyaiswara, Widyaprada, Widyabasa, Widyabhakti.***

1. INTRODUCTION

Basically, training is directed at increasing understanding of skills and knowledge in an effort to improve performance. Measuring performance is a very important activity in overall management. Measurements are carried out in stages and provide feedback which is important in continuous improvement efforts to achieve future success. Education and Training (Diklat) is the design of a system in the process of changing a person's attitudes and behavior as well as increasing or acquiring proficiency (skills) in the context of maturation through teaching and training efforts. Thus, training is a reflection of what learning experiences participants must gain based on the goals to be achieved. Education and training programs by education and training centers or education and training centers play an important role in preparing human resources to have the ability to work effectively and efficiently. Apart from that, organizing training programs is also useful for overcoming performance problems faced by a company.

There are at least three factors that are the reasons why education and training are considered important to implement. First, individuals increasingly need more abilities or special skills to adapt to work needs, to improve achievement or career and to actualize themselves in society. Second, organizations or agencies are deemed necessary to develop human resources who have operational creativity that can be relied upon in an increasingly competitive work atmosphere. Third, the government urges the acceleration of community welfare in an effort to promote a decent life for society. From these three factors, we can understand that the background to the existence of education and training programs is none other than the needs of the community, both personally and institutionally. In line with the increasingly important role of training institutions, demands for the quality of training management are also increasing. The existence and implementation of training carried out by training institutions must be better than

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the implementation of training carried out by non-training institutions. Because, this will determine the existence and image of the training institution. That is why, training institutions need to optimize the roles and competencies of widyaiswara, widyaprada, widyabasa, and widyabhakti in improving the quality of training.

2. RESEARCH METHODS

This research is a form of research that focuses on libraries. The term "library research" or often also called "library study" refers to a series of activities that include methods of collecting data from libraries, reading, recording, and processing research materials. Meanwhile, literature review is a type of research that involves reading books, magazines and other data sources to gather information from various literature, both in libraries and elsewhere. And of course all these sources are related to the theme that the researchers raised, namely optimizing the roles and competencies of widyaiswara, widyaprada, widyabasa, and widyabhakti in improving the quality of education and training. Library research is not just an activity of reading and recording data that has been collected. As a researcher, you must also be able to process data that has been collected through the stages of library research. In this research, the researchers applied library research methods for several basic reasons. One of them is that data sources are not always obtained from the field. Data sources can also be obtained through documents or writings from journals, books or other sources.

3. DISCUSSION
3.1 Widyaiswara
a. Understanding Widyaiswara

Widyaiswara is a career position which in carrying out its duties is based on certain expertise and skills and is independent & professional. Professional Widyaiswara will have superior teaching competence or ability and facilitation abilities in a learning/training process. Before making himself a bearer of truth, of course a teacher must practice it first in front of the students who are his responsibility in the training process. Competent Widyaiswara will be better able to bring and create a conducive and effective learning environment and will be better able to manage their classes and bring training participants to achieve optimal learning outcomes.

Widyaiswara can be identified as the spearhead of the training being implemented, because it directly seeks to facilitate, develop, empower and influence training participants. They have the basic abilities needed as facilitators, educators, mentors and instructors. This ability is a reflection of the competence he has. Therefore, the quality of the training process depends greatly on the creativity and innovation of the learning applied. Widyaiswara is tasked and responsible for educating, teaching and training students in pre-service education and training programs and/or Regional Government.

Widyastika & Lina argue "The engagement of widyaiswara has become an important thing in the State's Training Program Agency, which is the Center for Education and Training of The Ministry" so the involvement of widyaiswara has become an important thing which is the center for workforce education and training. Therefore, Widyaiswara must have a specialization that refers to certain competency standards as stated in the Regulation of the Minister of State for Empowerment of State Apparatus No. 22 of 2014 Article 1 paragraph (8) says that; Widyaiswara's specialization is the expertise possessed by Widyaiswara which is based on a particular scientific field according to their educational background and/or work experience. Then in Article 1 paragraph (9) it is stated that; Widyaiswara competency standards are the possession of knowledge, skills

and abilities required by Widyaiswara Functional Positions which include Learning Management Competency, Substance Competency, Personality Competency and Social Competency.

Widyaiswara is also required to have new breakthroughs in carrying out their duties and functions. This will result in various breakthroughs or new ways in developing teaching materials, such as producing new thoughts in developing training methods. This is absolutely necessary because the current learning system has shifted to digital learning which requires teachers to be able to adapt to these conditions.

3.2 Duties and Roles of Widyaiswara

A lecturer must provide opportunities for training participants so that in the classical agenda participants can take part in learning and at the same time complete actualization reports. Widyaiswara must collaborate on the material on the classical agenda with certain tricks so that participants are indirectly helped in preparing the actualization report. This is where a learning process is required that can be packaged to prepare the final report on the basic training. So it is very necessary to involve parties who can support the success of classical agenda learning by involving the role of lecturers.

The role of Islamic boarding schools and training organizing institutions in the regions is also very important. Based on law no. 14 of 2014 and Government Regulation no. 11 of 2017 defines functional positions as a group of positions that contain functions and tasks related to functional services based on certain expertise and skills. In Government Regulation no. 40 of 2010, this definition is further emphasized, namely "a position that shows the duties, responsibilities, authority and rights of a Civil Servant in an organizational unit whose performance of duties is based on certain expertise and/or skills and is independent."

Widyaiswara is tasked with planning, implementing, evaluating and guiding teaching and learning activities in training activities. Therefore, to carry out their functional duties, Widyaiswara needs to have competencies that have been determined by the State Administration Institute (LAN). These competencies are social competence, personality competence, learning management competence, and substance competence. Meanwhile, Widyaiswara's role in increasing the competency of participants in training is described as follows:

1) Widyaiswara as demonstrator

Demonstrators (teachers) are able to master the material and improve their knowledge, so that Widyaiswara can be skilled in their duties.

2) Widyaiswara as mediator

A mediator is a mediator or provides a way out of a problem that is becoming an obstacle in a learning discussion.

3) Widyaiswara as facilitator

The role of the facilitator is to facilitate students so that learning activities are enjoyable and support the achievement of learning objectives.

4) Widyaiswara as evaluator

Evaluatorable to assess training and student learning outcomes. The aim of the assessment is to improve and improve the learning process in the future.

3.4 Widyaiswara ethics

Widyaiswara ethics is an important aspect in the world of education. As an educator, a student must have good ethics in teaching and interacting with students. Like other functional positions that have office ethics, widyaiswara are also expected to apply the widyaiswara's office ethics. The widyaiswara ethics that must be applied by widyaiswara are as follows:

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a. Professional Ethics
1) Carry out tasks according to the schedule, and do not leave the group before the appointed time.
2) Devote energy and thought as well as energy and effort as optimally as possible to achieve the best results.
3) Develop oneself and create a learning climate in the environment to increase knowledge
b. Integrity Ethics
1) Maintain the credibility of yourself and the group, and do not demean other students in front of the training participants.
2) Comply with mutually agreed commitments and not violate them for personal gain.
3) Maintain group cohesiveness by prioritizing cooperation between students and realizing that every performance is the result of joint efforts.
c. Functional Ethics
1) Understand that the main objective of training is to increase participant competency through the formation of attitudes and behavior as well as increasing the participant's abilities and knowledge skills according to their duties and responsibilities.
2) Fully aware that the position of the widyaiswara in the training learning process is as a learning partner.
3) Understand that the main task of widyaiswara is to explore the potential experiences of training participants through interaction in the learning process.
4) Fully aware that the training learning process is more affective than cognitive.

With this, it is known that wisdyaiswara has an important role in increasing ASN's understanding of ethical values so that they can be utilized in everyday life, because of course the values will not be applicable without being accompanied by a clear understanding.

3.5 Widyaprada

Widyaprada is a functional position that is given the duties, responsibilities, authority and rights to carry out education quality assurance activities. Widyaprada has a very important role in implementing the Ministry of Education and Culture's policies related to ensuring the quality of education. Widyaprada contributes to improving the performance of educational units by improving the quality of implementing education quality assurance. Widyaprada also has a role in developing training programs to improve organizational performance and professionalism of Civil Servants (PNS) who carry out duties in the field of education quality assurance. The following are several examples of training programs carried out by Widyaprada:

3.4.1.1 Functional training: Widyaprada provides functional training to civil servants who have just been appointed as Widyaprada. This training aims to improve the competency of civil servants in carrying out their duties as Widyaprada.

3.4.1.2 Technical training: Widyaprada provides technical training to civil servants who carry out duties in the field of education quality assurance. This training aims to improve the ability of civil servants to develop educational quality assurance models that suit the needs of educational units.

3.4.1.3 Seminars and workshops: Widyaprada provides seminars and workshops to civil servants who carry out duties in the field of education quality assurance. This seminar and workshop aims to improve the ability of civil servants to develop educational quality assurance models that suit the needs of educational units.

3.4.1.4 Conference: Widyaprada gave a conference to civil servants who carry out duties in the field of education quality assurance. This conference aims to improve the ability of civil servants to develop educational quality assurance models that suit the needs of educational units.

The Widyaprada Functional Position is a position that has the scope of duties, responsibilities, authority and rights to carry out education quality assurance. Widyaprada First Expert starts from March 1 2022 and is required to take and pass functional education and training in the field of Education Quality Assurance no later than March 1 2025.

The main objective of general education quality assurance as stated by Sukardjo and Ukim Komarudin is, "With this quality assurance, it is hoped that a culture of quality will grow starting from; how to set standards, implement standards, evaluate implementation of standards, and continuously strive to improve standards (Continuous Quality Improvement)".

So it can be concluded that improving the quality of education and training is a task that is not easy and very difficult, because it is influenced by various factors such as the quality of educational input, the quality of educational resources, the quality of education managers, the quality of the learning process, the quality control system and the ability of education managers to anticipate and dealing with various influences of the educational environment.

3.4 Widyabasa

Based on the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform concerning Widyabasa Functional Positions article 1 paragraph (5-6) states that the Widyabasa Functional Position is a functional position which has the scope of duties, responsibilities and authority to carry out the development, guidance and protection of language and Literature. Widyabasa Functional Officials, hereinafter referred to as Widyabasa, are civil servants who are given full duties, responsibilities and authority by the Authorized Officials to develop, develop and protect Language and Literature.

Idyabasa also has an important role in improving the quality of education in Indonesia. In carrying out his duties, Widyabasa must have the ability to develop teaching materials, develop curriculum, and provide good coaching to improve the quality of education in Indonesia. Widyabasa consists of several components, namely: (1) Widyabasa, (2) Discussion, (3) Analysis, (4) Synthesis, and (5) Evaluation. These components are used to develop students' abilities in critical thinking and analysis through a more interactive and participatory approach. Widyabasa begins with an introduction to the material provided, then followed by a discussion between students to understand the material. This discussion helps students develop critical thinking and analysis skills through the exchange of ideas and opinions.

Analysis is the next component in Widyabasa. In this stage, students are given the task of analyzing material they have previously understood. This analysis helps students develop critical thinking and analytical skills through the use of deeper analytical skills. Synthesis is the next component in Widyabasa. In this stage, students are given the task of combining the results of previous analysis into a conclusion. This synthesis helps students develop critical thinking and analysis skills through the use of deeper synthesis skills. Evaluation is the final component in Widyabasa. In this stage, students are given the task of evaluating the results of the previous synthesis. This evaluation helps training participants develop critical thinking and analysis skills through the use of deeper evaluation skills. So Widyabasa has been used in various training and has shown positive results. These results include increasing students' critical thinking and analysis skills, increasing students' learning motivation, and increasing communication skills.

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4.5 Widyabhakti

Widyabakti is a concept related to community service through competency development activities and improving the quality of life of the community. In Training, Widyabakti acts as a strategy to improve the quality of life of the community through training and competency development. In this way, students can improve their ability to use digital technology to increase product sales, increase public awareness about the potential and advantages of villages, and improve the quality of education. As in the journal entitled Potential and Advantages of Petang Village Through Video Profiles as a Means of Information to the Community. In this training, students are taught how to create a video profile which can be used as a means of information to the public about the potential and advantages of Petang Village. This training aims to improve students' abilities in using digital technology to increase public awareness about the potential and advantages of Petang Village.

And training on the use of the Learning Management System (LMS) to increase teacher competency at SMA Negeri 1 Petang. In this training, students are taught how to use the Learning Management System (LMS) to improve teacher competency at SMA Negeri 1 Petang. This training aims to improve teachers' abilities in using digital technology to improve the quality of education at SMA Negeri 1 Petang. It can be concluded that Widyabakti in Education and Training acts as a strategy to improve the quality of life of the community through training and competency development. The training presented in this training aims to improve students' abilities in using digital technology to increase product sales, increase public awareness about the potential and advantages of villages, and improve the quality of education.

5. CONCLUSION

From the discussion regarding various functional positions in the world of education and training, it is clear that each position such as Widyaiswara, Widyaprada, Widyabasa, and Widyabakti has a significant role and responsibility in improving the quality of education and training in Indonesia. Widyaiswara focuses on effective teaching and learning facilitation, while Widyaprada is tasked with ensuring the quality of education through various training programs. Widyabasa develops and protects language and literature, as well as improving the quality of education through developing teaching materials and curricula. Widyabakti plays a role in community service by improving competence and quality of life through training. All of these roles complement each other to create a better and more sustainable education and training environment.

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