

Training Needs Management (Case Study At The North Sumatra Province Human Resources Development Agency)

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ABSTRACT

The aim of this research is to discuss training needs management (case study at the Human Resources Development Agency of North Sumatra Province). This research uses a qualitative approach with descriptive methods. Data collection techniques use interview techniques, observation, and document study, while to strengthen validity, use credibility, transferability, dependability, and confirmability. The results of this research are: (1) Training needs management is carried out using various methods and processes; the initial steps taken are planning, analyzing, and identifying these needs, which are also integrated with the North Sumatra province strategic plan to support the achievement of the North Sumatra vision and mission. The North Sumatra provincial HR development agency also develops training programs based on identified needs, such as developing training methods, selecting programs, collaborating with external parties, and evaluating programs that have been implemented previously. and there is also ineffective or inefficient communication regarding training needs, which can also lead to delays in information gathering or inappropriate coordination. (3) The model implemented by the North Sumatra provincial HR development agency regarding training needs management begins with identifying training needs, determining quality, training planning, training implementation, training evaluation, monitoring and improvement, reporting and transparency, career development, training needs data management, and stakeholder involvement. The above model of course management of training needs will be implemented more effectively if all the systems and models that have been designed work well.

Keywords: Training, BPSDM North Sumatra

A. INTRODUCTION

The education and training process is a systematic effort organized, designed, and created by the community to convey knowledge, values, attitudes, and skills to experts in accordance with their fields as an effort to empower and develop individual potential and the changes that occur in the human self (Iswan, 2021). Another opinion says that education is an activity or human effort to improve their personality by developing their personal potential in the form of spiritual creativity, feeling, and intention, as well as physical, sensory, and cognitive skills (Kincaid et al., 2003). (Danner et al., 2020) Training is usually carried out by referring to a curriculum that is tailored to the needs of the job analysis results and given in a relatively short time to equip someone with job skills. According to Michael R. Carrel and Robert D. Hatfield, they divide training programs into two categories, namely, general and specific training programs. General training is training that encourages employees to acquire skills that can be used in almost all types of work. (2) Employee education, including basic skills, which are usually a qualification requirement for general training.

From the opinions above, it can be concluded that training is an activity with the aim of improving and developing the attitudes, behaviors, skills, and knowledge of employees in accordance with the wishes of an institution or organization.

Kenny mentioned training as satisfactorily satisfying the work required of him in his present job. Training is basically an activity to learn skills and knowledge in a particular field, which is deliberately provided through more systematic and organized procedures to achieve effective and efficient work. Meanwhile, development is a systematic and organized effort carried out by companies to improve technical, theoretical, conceptual, and moral skills (Martin, 2010).

(Widianto, 2018) The terms of reference in the implementation of education and training are (1) Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301). (2) Law Number 13 of 2003 concerning Indonesian employment (3) Law Number 5 of 1974 concerning Personnel Principles, as amended by Law Number 43 of 1999. (4) Law Number 14 of 2005 concerning Teachers and Lecturers. (5) Republic of Indonesia Law Number 15 of 2004 concerning Audit of Financial Management and Responsibility (State Gazette of the Republic of Indonesia of 2004 Number 66, Supplement to State Gazette of the Republic of Indonesia Number 4400). (6) Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. (7) Republic of Indonesia Law Number 06 of 2014 concerning Villages. (8) Government

Regulation Number 100 of 2000 concerning Appointment of Civil Servants in Structural Positions. (9) Republic of Indonesia Government Regulation Number 19 of 2005 concerning National Education Standards.

Training has the ultimate goal of improving performance. Every large institution in the world must have an education and training unit, whether government or private. It is very important to develop the quality of their employees' abilities, which are an important asset. A large budget is provided to design, develop, and organize a number of education and training programs every year (Bangun, 2012).

We often hear the head of a company say that human resources are the company's most valuable asset. The meaning is very simple; that is, it can be interpreted that a company may have various assets, such as land, buildings, vehicles or production machines, office equipment, and so on. However, if human resources aren't driving them, all of these assets will be useless and won't produce anything useful.

So that a company can produce something that can be sold, it needs human resources who are able to carry out work according to their respective duties. (M. Hasibuan, 2007) As a basis for reference in HR development, consider Law No. 8 of 1974 concerning Personnel Principles as amended in Law No. 43 of 1999. Article 1 paragraph 1: "PNS is every citizen of the Republic of Indonesia who has fulfilled the specified requirements, is appointed by an authorized official, is entrusted with duties in a state position, or is entrusted with other state duties and is paid based on the applicable laws and regulations." Article 15, paragraph 1: "The number and composition of civil servant ranks required are determined in the formation." Article 15 paragraph 2: "The formation as intended in paragraph (1) is determined for a certain period of time based on the type, nature, and workload that must be carried out." Article 17 paragraph 1: "PNS are appointed to certain positions and ranks." UU No. 43 of 1999 Article 7 paragraph 1: "Every civil servant has the right to receive a fair and appropriate salary in accordance with his work load and responsibilities."

Employee needs analysis is analyzing whether there are employees who lack readiness for tasks or lack ability, skills, and knowledge, which can be identified from performance assessments, field observations, and questionnaires. Employee needs analysis is a process that is carried out logically, regularly, and continuously to determine the number and quality of employees needed. Analysis is carried out based on workload. Based on the results of this analysis, the number of employee needs will be determined.

Training needs management is an activity carried out systematically to identify gaps between a person's knowledge, skills, and attitudes required by the organization that can be

improved through training. There are several approaches that can be used by organizations in order to develop training management; namely, the most popular model is the ADDIE (analyze, design, development, implementation, and evaluation) model (Gagne et al., 2005). This model is based on the assumption that training must begin. The need for increased competence includes stages that are systematically arranged, starting from analysis, design, development, implementation, and evaluation (Robert Gagne).

(Gould et al., 2004) Training needs management is the initial step in a cyclical process that contributes to the overall staff training and education strategy in an organization or professional group.

North Sumatra Province has a unique vision and mission for realizing higher-quality human resources. "Creating a Professional, Trustworthy, and Dignified ASN". This need is necessary so that the apparatus is ready to provide excellent service to the community in accordance with the demands of implementing good governance. To be able to produce quality apparatus resources, an education and training (training) mechanism is needed that can develop insight and knowledge as well as increase the professionalism and competence of state apparatus. The North Sumatra Provincial Human Resources Development Agency (BPSDM Provsu) is an institution tasked with assisting the Governor in organizing education and training to support regional development that operates in the field of education and training.

Considering the importance of the need for training to improve the quality of human resources, government institutions should also carry out training for human resources on a continuous basis. However, if you look closely at the existing training activities in North Sumatra Province, they are still limited to fulfilling the demands of an institution's policy needs. The training pattern held is still top-down, which means that programs and activities have been set by the central government to be disseminated to training institutions to be followed up on by programs and activities that have been created in accordance with standard policy requirements and budgets available within the internal scope of a government organization or institution., namely an activity prepared by the central government for subsequent implementation.

Meanwhile, bottom-up training patterns are still not realized as a form of solving existing problems, especially for human resources professionals who work in the public service sector, so the proportion of training is not always evenly distributed. As stated by Adman (2005) in his research regarding the analysis of employee needs in the UPI office study program, which concluded that one of the efforts to place employees according to their field of work is to provide appropriate training..

From the various problems and research above, it can be concluded that training management really needs to be done optimally to get maximum employee performance. Needs analysis really needs to be done well so that the training carried out is right on target and effective.

Based on several theories above as well as the results of research that has been carried out and accompanied by evidence from the results of initial observations that the researcher made, the researcher felt it was important to conduct research entitled "Training Needs Management (Case Study at the Human Resources Development Agency of North Sumatra Province)".

B. LITERATURE REVIEW

Training

Training is education that helps workers carry out their current work (Dewi Hanggraeni, 2012). Agencies use training as a part of an integrated process to make sure that employees contribute to achieving agency objectives (Gary Dessler, 2006). Employee training is a systematic effort by the agency to improve the knowledge, skills, and work attitudes of employees through a learning process so that they can optimally carry out the functions and duties of their position (Simamora, 2004). The definition of training according to Andrew F. Sikula in Mangkunegara (2010) defines training as follows: "Training is a short-term educational process using systematic and organized procedures by which non-managerial personnel learn technical knowledge and skills for a definite pyramid." Training is a means of motivation that encourages employees to work with optimal abilities, which is intended to improve the employee's performance. Factors that support the effectiveness of training (Veithzal Rivai, 2004) include: 1) training material or content; 2) training methods. 3) Training 4) Training participants 5) Training facilities 6) Training evaluation. The purpose of the company's training for employees is because the company wants changes in employee work performance so that it can be in line with the institution's goals.

According to Tjiptoherijanto (2009), regularly planned education and training can improve work abilities and skills, which also leads to increased work productivity. Therefore, it makes sense that education and training must be taken seriously by paying attention to the following principles:

1. Education and Training as Skills Improvement Normal education and training output is generally still in a state of ongoing training.

2. Education and Training as a Service for the Advancement of Science and Technology The increasingly rapid development of science and technology can no longer be avoided, so what is learned in school this year may have changed and been continuously improved.
3. Education and Training as Promotional Vehicles The organization always improves the quality of service at every level of position in the organization. The higher the position, the more quality people are needed.
4. Education and Training/Education to Fulfill Community Aspirations Through education and training channels, getting fast and accurate service is very urgent because people in the information and communication era are willing to pay more as long as their problems can be resolved quickly.
5. Education and Training as a Source of Innovative Ideas It is impossible for updates to be carried out in routine activities. This is because routine activities cause boredom, which hinders the progress of the institution or organization.
6. Education and Training as Skills Development Tasks in institutions or organizations often require special skills.
7. Education and Training as Intermediaries for Long-Term Education Education and training are needed not only for students studying in schools and colleges, but everyone needs training for their own benefit or for community groups.
8. Education and Training as the Formation of a Quality Work Ethics The tendency and enthusiasm for employees to carry out tasks do not arise by themselves but need to be nurtured and perfected through various activities. Planned refreshments must be prepared carefully.

Moekijat (1992, p. 2) states that the aim of training is to: 1) develop skills so that work can be completed more quickly and more effectively; 2) develop knowledge so that work can be done rationally; and 3) develop attitudes, thereby creating the ability to collaborate with fellow employees and with leaders. Specifically in relation to work, Simamora in Kamil (2010, p. 11) groups training objectives into five areas, namely:

1. Updating employee skills in line with technological changes. Through training, trainers ensure that employees can effectively use new technologies.
2. reduces learning time for employees to become competent on the job.
3. Help solve operational problems.
4. preparing employees for promotions, and

5. Orient employees towards the organization.

Training method means the accuracy of the delivery method used during the training. Training that cannot be separated from developing abilities, measuring clear goals, and changing attitudes can be implemented with several method options according to the training environment (Wagonhurst, 2007). In carrying out this training, several methods are used, including on-the-job and off-the-job training methods. (Hasibuan, 2005). Developing a training program as an effort to increase the capacity of the training program is very wise if a plan is first drawn up before its implementation that is tailored to the final goal.

Determining the curriculum is very important, according to the needs of individuals, positions, and organizations implementing the training program, so that it can run well, effectively, and efficiently; training objectives can be achieved effectively; training managers can plan all teaching and learning process activities; and the implementation of training can run effectively and efficiently. According to Soebagio Atmodiwiro (2011: 56), there are three important elements in every education and training design that need to be considered in efforts to improve training activities for each individual: a) what aims must be achieved; b) methods and ways to achieve objectives; c) format; and d) in what circumstances the design to be achieved is determined.

Training Components In a training organization, there are several components that are related to each other. Viewed as a system, Sudjana (1996) in Kamil (2012, p. 21) suggests the following training components:

1. Input facilities (input instruments) include all sources and facilities that support learning activities.
2. Raw input: These are training participants with various characteristics, such as knowledge, skills, and expertise; gender; education; learning needs; socio-cultural background; economic background; and study habits.
3. Environmental input includes environmental factors that support the implementation of training activities, such as training location.
- d. Process: This is an educational interaction activity that occurs in the implementation of training activities between learning resources and training participants.
4. Output: Graduates who have experienced the training and learning process.

5. Other inputs are the supporting capacity for training implementation, such as marketing, employment opportunities, information, and developing socio-cultural situations.
6. Influence (impact) is related to the learning outcomes achieved by training participants, which include improving living standards, activities to teach other people further, and increased participation in social activities and community development.

According to Notoadmodjo (2003:11–13), in implementing human resource development, it is necessary to consider factors such as the following:

1. Internal factors

Internal factors here include the entire life of the organization, which can be controlled by both the leader and members of the organization concerned.

2. External Factors

The organization is in the environment and cannot be separated from the influence of the environment in which the organization is located. In order for an organization to be able to carry out its mission and objectives, it must take into account environmental factors or factors external to the organization.

According to Siagian (2010:186–190), there are seven steps taken in developing human resources, namely:

1. Determination of needs
2. Target setting
3. Program determination
4. Program determination
5. Program implementation
6. Identify benefits
7. Program Implementation Assessment (Evaluation)

Development of Human Resources (HR)

Human resource development is an effort to develop the quality or ability of human resources through the process of planning, education, training, and managing personnel or employees to achieve optimal results. According to Adrew E., quoted by Mangkunegara, distinguishing between development and training is a short-term educational process that uses

systematic and organized procedures. Non-managerial employees learn technical knowledge and skills for limited purposes. Another opinion expressed by Fastino is that what is meant by human resource development is a process of planning education, training, and managing personnel or teachers to achieve optimal results. From the description above, it is clear that human resource development is the most important thing. Because employees are very important assets in achieving organizational goals, namely the goals desired by the school. Likewise, Martoyo stated that every organization, whatever its form, will always strive to achieve the goals of the organization concerned effectively and efficiently.

Among the objectives of human resource development, in Martoyo's opinion, is to improve work effectiveness and efficiency in implementing and achieving the targets of work programs that have been set. Improving work effectiveness and efficiency can be achieved by increasing knowledge, skills, and attitudes towards the tasks at hand. Then Martoyo emphasized again that the aim of this development is to improve the abilities, skills, and attitudes of employees and members of the organization so that they are more effective and efficient in achieving program targets or organizational goals (Danang Sunyoto, 2012).

Employee development is also important to ensure that the organization has the managerial talent needed to implement growth strategies successfully (Kaswan, 2012). HR (human resources) development is an activity that must be carried out by organizations so that their knowledge, abilities, and skills match the demands of the work they do.

Benefits of Human Resource Development

1. Increased organizational work productivity: there is no waste due to the accuracy in carrying out tasks and the growth of cooperation between various work units carrying out different and even specialized activities, increasing the determination to achieve set targets and smooth coordination so that the organization moves as a unified whole.
2. The creation of a harmonious relationship between superiors and subordinates: delegation of authority, interactions based on a mature attitude both technically and intellectually, mutual respect, and opportunities for subordinates to think and act innovatively.
3. A faster and more precise decision-making process occurs; in this case, it involves employees who are responsible for carrying out operational activities and are not just ordered by managers.
4. Increase the morale of the entire workforce.

5. Encourage an open attitude in management through the application of a participative managerial style.
6. Facilitate the course of effective communication; in this case, it can facilitate the process of formulating organizational policies and their operationalization.
7. Functional conflict resolution: in this case, it has the impact of growing a sense of unity and a family atmosphere among members of the organization (Gomes, 2003).

Human resources are all or all human abilities and the ability to use these abilities to achieve these goals, or it can also be interpreted that human resources are a person's ability to manage, run, mobilize, create, etc. to achieve the desired urgency. . There are many factors that influence employee productivity; some of the most basic things include attitude, knowledge, and skills, and finally the remuneration package. Where a person's attitude is formed through a fairly long process, several things influence this, including education, including religious education, the environment in which he is located, and each person's experiences are different.

Various efforts to improve skills from human resources, such as making enzymes, may only be done and learned in the company itself, so they need to be trained within the company itself, which has commitment, without having to do and send human resources to follow training outside the company. Quality human resources are not enough to carry out work in the long term. Employee loyalty is required towards the department or place where he works. By building an emotional relationship between the institution and its employees, an employee will try as hard as possible to provide the best contribution to the institution that houses him.

In the journey of an organization or company, the most important thing is leadership, which is able to provide support and energy for every process of strengthening a dynamic organizational culture. A strong organizational or company culture can give human resources active energy to achieve targets and goals with effective strategies.

As a basis for reference in HR development, consider Law No. 8 of 1974 concerning Personnel Principles as amended in Law No. 43 of 1999. Article 1 paragraph 1: "PNS is every citizen of the Republic of Indonesia who has fulfilled the specified requirements, is appointed by an authorized official, is entrusted with duties in a state position, or is entrusted with other State duties and is paid based on the applicable laws and regulations. ". Article 15 paragraph 1: "The number and composition of civil servant ranks required are determined in the formation." Article 15 paragraph 2: "The formation as intended in paragraph (1) is determined for a certain period of time based on the type, nature and workload that must be carried out." Article 17 paragraph 1: "PNS are appointed to certain positions and ranks." UU no. 43 of 1999

Article 7 paragraph 1: "Every civil servant has the right to receive a fair and appropriate salary in accordance with his work load and responsibilities."

Human resource development, through improving the performance of apparatus and employees, is basically a need and demand for an organization in order to achieve goals, perform well, and have superior quality and productivity. Human resource development is a learning experience organized over a certain period of time to determine possible changes in performance or generally improve individual abilities. Human resource development is related to increasing individual knowledge, skills, and attitudes, which are manifested in the form of performance.

The development of human resources in organizations has become a necessity due to the demands of environmental dynamics, technological developments, and ongoing business competition. This is as stated by Hasibuan (2004): "employee development is considered increasingly important in its benefits because of the demands of work or position, as a result of technological advances and increasingly tight competition between similar companies".

C. METHODS

The research method used in this research is the case study method. A case study is research conducted in an incentive-based, detailed, and in-depth manner on an organization, institution, or certain phenomenon. According to Nasution, a case study is a form of research that can be carried out on an individual, group of individuals, groups of people (teachers, tribes), the human environment (villages), or social institutions (Sugiyono, 2013).

This research was conducted to understand and provide an overview of the content of the data in the training needs management study at the North Sumatra Province Human Resources Development Agency. The informants in this research were the tools at BPSDM, North Sumatra Province. There are two types of data sources that can be used in research, namely primary data sources and secondary data sources:

1. Primary data sources, namely sources received directly in research, include the Head of BPSDM North Sumatra Province, KASUBAG General and Personnel Agency BPSDM North Sumatra Province, Regional Government Accountability Coordinator, and Training Participants.
2. Secondary data sources, namely supporting or complementary data sources obtained directly from BPSDM data administration staff and BPSDM website managers, with the aim of obtaining documents regarding profile, structure, vision, mission and

objectives, work program, membership, main duties and functions, and other supporting data.

Data collection using observation, interviews, and documentation. To determine the validity of the data, inspection techniques and implementation are required. Implementation of inspection techniques is based on a number of certain criteria. There are four criteria used, namely the degree of trust, transferability, dependability, and certainty.

D. RESULTS AND DISCUSSION

Management of training needs at the North Sumatra Provincial Government Human Resources Development Agency

The management process for education and training training needs at the North Sumatra province HR development agency shows that the management process carried out is neat and good. This is because the advertising training needs management process is carried out in various stages carefully and carefully. The implementation begins with identifying training needs for training. At BPSDM North Sumatra Province, this is done in various stages, such as regularly conducting written surveys with various units and departments of the North Sumatra provincial government. Needs identification aims to identify performance needs or demands within the institution or company in order to direct employee abilities in accordance with the expectations of the organization or company, which are related to achieving organizational goals, increasing productivity, and providing quality products and services (Miller & Osinski, 2002: 12).

Stewart and Brown (in Kaswan and Akhyadi, 2015: 281) suggest that needs identification can be carried out in two different ways, namely, (a) needs identification may be carried out regularly because the training program has been planned and a budget has been allocated. This planning process requires a proactive approach to determining training needs and developing training plans, and (b) identification of needs may be carried out in a reactive manner in responding to requests for certain training programs.

Identification of training needs is important to implement in order to obtain a positive impact or optimal results from the training to be implemented, so that the time and funds spent are not in vain (Fatchiyah, 2012: 1).

Competencies in training include knowledge, skills, and attitude, better known as KSA. Training is an investment by an organization to increase productivity, employee morale, higher morale, increased profits, and a good organizational reputation. The purpose of a training needs

analysis is to measure the gap between the current situation or performance and the desired one.

The North Sumatra provincial HR development agency, in carrying out needs analysis, also involves and collaborates with various departments to determine training needs through various activities such as regular meetings, in-depth consultations, joint analysis, and joint decision-making. Analysis and identification of these needs are also integrated with the strategic plan for the province of North Sumatra to support the achievement of the vision and mission of North Sumatra.

The North Sumatra provincial HR development agency also evaluated the results of the training needs analysis by collecting and analyzing data and evaluating the impact of the training that would later be implemented, as well as ensuring that the training carried out would have a positive impact and improve the performance of North Sumatra provincial government employees.

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Regarding training needs data, which is managed and stored by the North Sumatra provincial HR development agency, of course it is based on training needs data, good document archiving, and limited access so that not everyone will be able to know the analysis of these needs and carry out data protection in accordance with data protection rules and regulations. applicable.

Planning involves determining training needs and recommendations. Develop training patterns and programs according to recommendations, along with training methods and facilities. Designing a training program is a very important initial activity in preparing for the implementation of education and training. Planning is an important factor in a training program. Good planning will be able to help organizing institutions carry out their activities in an integrated manner so that they can achieve maximum results. The objectives of training planning are: 1) to systematically determine the stages of training activities that will be implemented; 2) to determine the aspects or elements that will be the focus of the implementation of training; 3). to determine the model used in training design; and 4) to determine the materials, media, and methods used in implementing training.

From the findings above, it can be concluded that this research aims to determine strategies for developing human resources through education and training at the Makassar City Manpower Service. Using a qualitative-descriptive approach. The results of the research show that the strategy for developing human resources through education and training at the Makassar City Manpower Service is in the quite good category. Looking at the focus in this research, namely: 1) determining needs has been done quite well; 2) determining targets that are in the quite good category; 3) determining program content in the quite good category; 4) learning principles obtain quite good results; 5) implementation of the program obtains quite good results; 6) identification of benefits to obtain quite good results; and 7) evaluation The implementation of the program obtained quite good results.

The organization needs to be formed by considering aspects of efficiency and cooperation. The overall cost elements required are designed completely and carefully. Mistakes in designing funding will result in training activities being stopped, or perhaps the available funds will be small enough that the implementation of activities will not be as expected. This activity cannot be separated from the design and development of a training program; therefore, it is a continuation of the design and development process of a training program. It is very important for officials working in the field of education and training to know their roles and contributions well, whether as program developers, training implementers, or carrying out both roles.

Program development is the process of creating learning materials and learning activities and delivering them to students or training students with the aim of achieving specific learning objectives that can be measured.

Factors Inhibiting the Implementation of Training Needs Management at the Human Resources Development Agency of the North Sumatra Provincial Government

The main factors that influence the slowness and not being optimal in the management of training needs in the North Sumatra province HR development agency are: it can be concluded that there are several influencing factors, such as the unavailability of resources, both resources in the form of budgets, infrastructure, and adequate facilities, and also communication, that are ineffective or inefficient in terms of training needs, which can also lead to delays in information gathering or inappropriate coordination.

Customers from the human resources department or the training and development department often express dissatisfaction with the results of the training program. Line managers

and business unit managers view the training activities provided as "training for training's sake" and "doing comfortable things" (Macintosh, 1993).

Obstacles to implementing training programs are usually a barrier factor for organizations in implementing training program designs. Judging from the importance of training, this is highly undesirable for all parties involved in implementing it. Obstacles can come from within humans themselves or from outside humans themselves.

And it turns out that the most difficult obstacles are those that come from within humans themselves, in the form of mental obstacles, or what are called mental blocks. It is a mental virus that can cause sufferers to experience difficulties in their lives. There are many types of mental viruses, including:

1. Blame (blame) Blame viruses usually attack on two different sides, namely the internal or personal side and the external or environmental side.
2. Excuse (reasonable) Excuse is a virus that causes our next mental block. People who are infected with this virus then have a thousand and one reasons to avoid, dodge, and so on.
3. Justified (justification) The justified virus can be divided into two if seen from the subject, namely justification in the internal and external realms.
4. Prestige (Prestige) How many people are hampered in their steps to achieving success just because of the prestige attached to them? Prestige makes them reluctant to move.
5. Lazy (Lazy) People affected by this virus tend to procrastinate on work and action plans that have been set. I guess there's still plenty of time to do it.
6. Afraid (fear) The virus that can cause mental illness in the next block is afraid (fear), which is a virus that usually arises as a result of trauma from the past that has been experienced either directly or indirectly.
7. Waiting (waiting) The waiting virus is a virus that can prevent us from achieving our goals.
8. Unconfidence: Lack of self-confidence in one's abilities or potential is a virus that makes a person hesitate to take steps or make decisions.
9. Bad Suspicion (Bad Suspicion) Bad suspicion is the next virus.

Training, which is an organizational effort to develop the competence of organizational members in carrying out work activities, cannot be held separately from strategic business planning. Apart from being able to produce competency and effectiveness in operational units,

training is also expected to be able to face organizational realities and challenges in the future (Haywood, 1992).

As strategic leaders (Sleezer, 1993), human resource practitioners must be able to analyze and accurately assess organizational performance needs so that the training provided will be relevant to employee work and overall organizational goals.

There are also many internal factors that influence the non-maximum management of training needs at the North Sumatra province HR development agency, such as limited resources, limited information technology, changes in internal policies, and the unavailability of qualified instructors. According to Priyono and Marnis (2018), improving human resources requires appropriate training and knowing the vision, mission, and targets to be achieved. Therefore, management must be able to provide stakeholders with an understanding of the vision, mission, and training targets. One thing that needs to be known and paid attention to is individual differences in HR because they involve mental attitudes and other factors related to the personnel's personalities. To follow up, the right approach is needed to encourage human resources to mobilize and direct their potential, referring to the realization of the vision and mission as well as training targets.

An effective training needs management model at the North Sumatra Provincial Government Human Resources Development Agency

From the entire series of interviews, observations, and documentation studies, it can be concluded that the model applied by the Provincial BPSDM regarding training needs management begins with identifying training needs, determining quality, training planning, training implementation, training evaluation, monitoring and improvement, reporting and transparency, career development, training needs data management, and stakeholder involvement. Of course, training needs management will be implemented more effectively if all the systems and models that have been designed run well. The above model is also applied with special methods to implement the identification of training needs carried out by the North Sumatra province HR development agency, such as conducting strategic analysis, conducting gap analysis, conducting literature reviews, conducting performance analysis, and monitoring industry trends to adapt training to training needs.

Then, to ensure that the model implemented by the North Sumatra Province HR development agency runs well, the North Sumatra Province HR development agency has a special initiative in using technology or innovative approaches to improve training needs

management, such as the use of e-learning platforms, data analysis and artificial intelligence, mobile applications, technology-based feedback systems, and social media to communicate with trainees and promote training, as well as facilitate collaboration and exchange of information. The benefits of training need analysis, including:

1. training programs prepared according to the organizational, positional, and individual needs of each employee;
2. Maintain and increase participants' motivation to participate in training because the training program they follow is in accordance with their needs. In this way, it will be effective in achieving training objectives.
3. organizational cost efficiency because training is carried out in accordance with organizational needs. So the large amount of money spent on training is not in vain.
4. Understanding the causes of problems in the organization, because carrying out appropriate and effective needs assessments will not only find problems caused by discrepancies in employee or worker competencies.

Furthermore, Bradshaw stated that there are four types of needs, namely: normative needs, felt needs, expressed needs, and comparative needs. Furthermore, Burton and Merrill in Kemp state that there are six types or sources of data to determine the existence of a need: normative needs, felt needs, expressed needs, comparative needs., anticipatory needs (anticipated or future needs), and critical and urgent needs (critical incident needs).

Normative needs are needs that exist because they are compared with certain norms. If we ask someone what they need, they frequently express or provide felt needs. Expressed needs can be compared to economic thinking, which states that if someone needs something, it will create a demand. Comparative needs are needs that arise when comparing two or more different conditions. Anticipatory needs (anticipated or future needs) are needs that arise from estimates of changes in the future.

E. CONCLUSION

There can be a number of conclusions drawn from the research results and discussion that the researcher has presented in accordance with the focus or research formulation, including:

1. Management of education and training needs at the North Sumatra province HR development agency. It can be seen that the management process carried out by the tribe is very good, and this is because the advertising training needs management,

which is carried out in various stages carefully. The implementation begins with identifying training needs for Training at BPSDM North Sumatra province is carried out in various stages, such as regularly conducting written surveys with various units and departments of the North Sumatra provincial government.

2. From all the findings regarding the main factors that influence slowness and non-maximum management of training needs in the North Sumatra province HR development agency, it can be concluded that there are several influencing factors, such as the unavailability of resources, both resources in the form of budgets, infrastructure, and facilities. adequate, and there is also ineffective or inefficient communication regarding training needs, which can also cause delays in information gathering or inappropriate coordination.
3. The model implemented by the North Sumatra provincial HR development agency regarding training needs management begins with identifying training needs, determining quality, training planning, training implementation, training evaluation, monitoring and improvement, reporting and transparency, career development, managing training needs data, and stakeholder involvement. From the above model, training needs management will of course be implemented more effectively if all the systems and models that have been designed work well.

The above model is also applied with special methods to implement the identification of training needs carried out by the North Sumatra province HR development agency, such as conducting strategic analysis, conducting gap analysis, conducting literature reviews, conducting performance analysis, and monitoring industry trends to adapt training to training needs.

Then, to ensure that the model implemented by the North Sumatra social change design development agency runs well, the North Sumatra provincial HR development agency has a special initiative in using technology or innovative approaches to improve management of training needs, such as the use of e-learning platforms, data analysis, and artificial intelligence. , create mobile applications, create technology-based feedback systems, and use social media to communicate with trainees and promote training, as well as facilitate collaboration and exchange of information.

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