

Original Research Article

Policy Implementation Study on Organizing Village Apparatus Training

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Abstract: This study aims to analyze the implementation and the supporting and inhibiting factors in organizing village apparatus training. The research was conducted at the Village Government Center of the Ministry of Home Affairs, Malang. The data analysis technique used in this research is qualitative descriptive analysis. This study found that implementing the village apparatus training policy at BBPD Malang went well despite facing obstacles. Policy communication is carried out effectively through various media, but geographical barriers and transportation limitations cause training delays. Regarding resources, BBPD Malang has 31 teaching staff members, but only one young expert is a functional official, so competency development and certification are needed. Training facilities are adequate, but an unstable electricity supply hampers learning. Bureaucratic simplification poses challenges for employee adaptation. The main supporting factors are the commitment of implementers, internal coordination, and infrastructure, while the main obstacles include less flexible class arrangements, budget limitations, and geographical conditions. This research is expected to develop employee competencies, optimize facilities, integrate IT-based management systems, and improve coordination to prevent overlapping tasks in training village officials.

Keywords: Public Policy Implementation, Training Program, Village Apparatus.

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1. INTRODUCTION

The village development paradigm has undergone significant changes after the enactment of Law Number 3 Year 2024. This regulation positively impacts by providing more proportional flexibility in growing, strengthening, and developing local initiatives through the spirit of village autonomy and independence. The Village Law also authorizes villages to organize governance, community development, and empowerment. Thus, villages are not only objects of development but also subjects that play an active role in governance. As a logical implication, village governance must be adapted to local diversity to form the correct format. More participatory village development is expected to be realized with exemplary policy implementation.

Strengthening village independence makes it a subject in bottom-up oriented governance and development and encourages villages to develop their potential independently. This aligns with the Village Law, which gives villages the authority to govern themselves. This principle is reflected in the Ministry of Home Affairs' 2020-2024 Strategic Plan (Renstra),

which emphasizes strengthening the capacity of government officials to improve public services and bureaucratic reform. The Renstra sets three main objectives: political stability and national unity, enhancing central-regional development synergy, public service innovation, and good governance. These objectives align with the third priority in the 2020-2024 National Medium-Term Development Plan (RPJMN): increasing quality human resources and global competitiveness. This Renstra also supports the Nawacita Program in developing Indonesia from the periphery through asymmetric decentralization, equitable development, and strengthening villages and disadvantaged areas to improve people's welfare.

In translating the vision and mission of village development, several strategic issues related to public services are still challenging for village governments. Based on direct observation, the quality of public services at the village level has not been optimal due to poor governance and the lack of understanding of the village apparatus and its duties and functions. This causes them to be trapped in daily routines without innovation, while village institutions have not fully

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participated actively. This condition hampers the performance of the village government as the spearhead of community services. Therefore, it is important to increase the capacity of village officials to carry out their functions effectively. The government must foster village apparatus through training to strengthen village governance and community empowerment, as Article 112 of Law No. 6/2014 affirmed.

Community empowerment is carried out through assistance, including providing human resources and professional management. As the regulations that villages must implement increase, new problems often arise. Village officials must adapt to evolving regulations and innovations, even though their understanding of previous regulations is not fully mature. One of the solutions offered by the government is training to increase the capacity of village officials and socialize the latest policies. Training materials also need to be updated, including curriculum, methods, training media, and monitoring through monitoring and evaluation. Program sustainability between the Ministry of Home Affairs and local governments, as well as the training of alumni, is important. Previous studies have shown that capacity development of village officials should include policy reform, skills improvement, and changes in values and attitudes to support regional autonomy (Asrori, 2014).

This study aims to describe and analyze the implementation and the supporting and inhibiting factors in implementing village apparatus training at the Village Government Center of the Ministry of Home Affairs in Malang. The results of this study are expected to make a theoretical contribution to the development of science, especially regarding implementing policies to increase the capacity of village government officials based on Permendagri No. 5 of 2021. In addition, this research can serve as a reference for other researchers studying similar topics. Practically, this research supports the Village Government Center in Malang in improving public services through training village officials. Thus, this research plays a role in strengthening more effective and sustainable village governance.

2. LITERATURE REVIEW

Public policy is a government instrument that includes aspects of state administration (government) and public resources (governance). This policy includes decisions and actions that regulate the management and distribution of resources for the benefit of society. According to Charles O. Jones (1970), public policy is the relationship between government units and their environment. Dye (1987) states that public policy includes what the government does or does not do. Policies must be established and implemented in reality and have clear objectives to benefit the wider community. Carl Friedrich (1969) emphasizes that policies emerge as solutions to certain obstacles, while Hogwood and Gunn (1990) state that policies can also be

owned by non-governmental organizations such as Non-Governmental Organizations (NGOs) and social organizations.

Policy implementation is a way to ensure that a policy can achieve its goals. The process has two main steps: direct implementation in the form of programs or through derivative policy formulation. Policy implementation includes stages from programs to projects to activities, whether carried out by the government, the community, or through cooperation between the two. Van Meter and Van Horn (2008) define implementation as an action to transform decisions into operational steps to achieve policy objectives. Mazmanian and Sabatier (1979) emphasize that implementation involves administrative management and the creation of real impacts on society. This process cannot begin before policy objectives are set. Therefore, implementation is a series of activities involving various actors to ensure the policy is effective and provides tangible benefits.

Training is a learning process that aims to improve individuals' skills, knowledge, and abilities to support the achievement of organizational goals (Mathis, 2002). Through training, participants are provided with the skills and information needed to carry out tasks effectively and efficiently. Dixon (2013) emphasizes that managing people differs from managing processes or products because people have emotions and problems that require a unique approach. Sikula (2000) defines training as a systematic and organized short-term educational process focusing on practical skills. Good (1973) states that training helps individuals acquire skills and knowledge, while Jucius (1991) explains that training aims to develop employees' talents and abilities in completing specific jobs. Thus, training is an important instrument in human resource development.

Training management manages training to run well and achieve the expected goals. Sudjana (1996) emphasizes ten important aspects of training planning, including recruitment of participants, identification of learning needs, formulation of objectives, preparation of evaluation tools, program implementation, and final evaluation. Conceptually, training management includes planning, structuring, motivating, and assessing training activities by utilizing various elements to achieve optimal goals. This process begins with training needs analysis, design, and evaluation. In its implementation, educational theories also support training management, one of which is Adult Learning Theory (Andragogy). Knowles (in Sudjana, 2005:62) states that adults learn independently and require motivation and relevant experience, so training must create a participatory environment.

3. RESEARCH METHOD

3.1 Research Design

This research uses descriptive qualitative methods to understand social phenomena in depth. The focus is on word-based analysis and meaning from the participants' perspective through interviews, observations, and document analysis (Bogdan & Taylor, 2010). With an inductive approach, this research aims to explore meaning, find empirical truths, and build theories from field data (Sugiyono, 2011).

3.2 Research Location

This research was conducted at the Village Government Center in Malang. It was chosen because it is a Technical Implementation Unit of the Directorate General of Village Government Development of the Ministry of Home Affairs. The Center is tasked with conducting training for village heads, village officials, and other village institutions. With a working area covering 18 provinces in Eastern Indonesia, this location is relevant for understanding the implementation of village government training.

3.3 Data Analysis Technique

This research used descriptive qualitative analysis techniques with the Miles and Huberman model, which involved four main stages. First, data collection through interviews, observation, and documentation. Second, data is presented in tables, graphs, or narratives to identify patterns and relationships. Third is data condensation, which is the filtering and simplification of information without losing meaning, and finally, drawing and verifying conclusions to ensure the validity of the findings. This process is interactive and continuous until the data is saturated.

4. RESULTS AND DISCUSSION

4.1 Research Results

The Village Government Center (BBPD) in Malang is a Technical Implementation Unit of the Directorate General of Village Government Development of the Ministry of Home Affairs located in Klojen District, Malang City. BBPD has a long history of supporting the development of village governance in Indonesia, and it was established to increase the capacity and competence of village government officials. As the smallest government unit, villages have a strategic role in development, hence the need for specialized institutions focusing on human resource development and governance. BBPD is tasked with conducting training for village heads, village officials, village councils, and village community and customary institutions. BBPD functions include training in structuring village government administration, village institutions and cooperation, and village financial and asset management, including administrative affairs and general administration.

Communication is important in delivering village apparatus training at BBPD Malang, ensuring

effective coordination between facilitators, participants, organizers, and management. One informant noted that BBPD Malang is responsible for delivering central government policies to the village level through training, which requires close cooperation with the local government. "At the end of each year, we hold an internal meeting to discuss the next year's training plan", he said. Another informant added that information on BBPD Malang's main tasks is disseminated through social media and official letters. "We post-training plans on Instagram to make it more accessible," he explained. An informant emphasized the importance of effective communication in training. "We have to adjust the language so that participants understand the material", she said. A class officer added, "An internal meeting before the training ensures that the organizers understand their duties".

Clarity in the delivery of tasks and functions at BBPD Malang is an important factor in improving the effectiveness of public services. An informant stated, "Every employee understands their main duties and functions to avoid overlapping responsibilities". Performance evaluation is conducted transparently yearly by the Minister of PANRB Regulation No. 6 of 2022 to provide constructive feedback. Clarity of communication is also a significant concern when delivering training materials. "Before training, it is important to understand the background of the participants so that communication is more effective", said another informant. Instructor evaluations for the April 2024 training showed that three out of five instructors received a 100% rating from participants. Another informant added, "Knowledge transfer should be simplified according to the educational level of the message recipient". A class officer said, "The organizers have clearly conveyed the schedule and rules from the beginning so that participants feel comfortable participating in the training".

Consistency in the delivery of information is a commitment of BBPD Malang in carrying out policies, both in organizing training and consulting services for the regions. An informant stated, "Consistency of communication between institutions plays an important role in collaboration and achieving common goals, so BBPD continues to build coordination with local governments to provide maximum service". To maintain consistency in task implementation, each implementing element has a primary task as stated in the Work Team Decree. "Training planning has been adjusted to the needs of the region so that it is right on target", said another informant. Another informant added, "Training materials must be updated according to village needs, with varied teaching methods so that participants understand well". Evaluation is also conducted consistently to assess the effectiveness of the training. A class officer stated, "We ensure the readiness of the class, the training facilities, and the evaluation run according to

the main tasks stipulated in the Decree of the Head of the Balai”.

BBPD Malang has 76 employees consisting of 42 civil servants and 34 support staff, including teaching staff, who play a role in organizing training. An informant stated, “The center has the advantage of having certified teaching staff from BNSP and LSP, although some still need additional certification”. However, the teaching staff do not have specific training specializations, so they must master various materials, which can be a burden. Another informant added, “To support the effectiveness of training, it is important for trainers to have methods that suit the background of the participants, such as probing and interactive discussions”. In addition, BBPD Malang has started to develop an IT-based management information system for integration with 18 provincial working areas. “Optimizing social media and information systems will increase the effectiveness of policy delivery”, said the informant.

BBPD Malang's facilities are important in implementing the village apparatus training policy. An informant stated, “We ensure the readiness of facilities ranging from dormitories, halls, to participants' dining rooms so that they feel comfortable during the training”. BBPD has two dormitories managed by cleaning staff and a guest house for guests. The hall, with a capacity of 150-300 people, is used for opening, closing, and coordination meetings. Another informant added, “Our computer lab is equipped with 40 units for practicing applications such as SISKEUDES to improve participants' skills”. In addition, BBPD provides a polyclinic for participants and employees. “Health checks are free, participants only reimburse the cost of medicine”, explained an officer. The training evaluation showed that the facilities and infrastructure received satisfactory scores, although some facilities, such as the sound system and laptops, require regular maintenance.

BBPD Malang, as a policy implementor, has a good disposition to carry out the policy according to the direction of the policy maker. However, implementation effectiveness can be disrupted if there are differences in attitudes or perspectives between implementers and policymakers. One informant stated that disposition is an important instrument in the institution, allowing every decision to be conveyed clearly. “I have set a disposition to be guided in handling incoming letters. If it is related to training, it will be dispositioned to the relevant field, while support management is directed to the secretariat”, he said. Another informant added that it is important to inventory employee expertise so that each task is assigned according to competence. “The disposition of participants is a key factor in the success of training, including attitude, motivation, and openness to learning”, explained another informant. By 2024, BBPD Malang had disposed of around 431 incoming letters,

with 45% related to training and 55% for operational support.

BBPD Malang's organizational structure is important in policy implementation, with SOPs and fragmentation as key components. The bureaucratic simplification is not as significant as in DG Bina Pemdes, considering that BBPD Malang is a technical implementation unit. One informant stated that the roles and functions of BBPD have been limited by Permendagri No. 106/2016. “We have proposed a revision to expand BBPD's duties and authorities. Currently, the proposal is in process at the Bureau of Organization and has been submitted to the Ministry of PANRB”, he said. In addition, BBPD Malang proposed increasing the number of vacancies. “We hope that regulations can immediately accommodate this need so that training for village officials, Village Consultative Bodies, and village community institutions is more optimal”, added another informant.

Meanwhile, there is still a lack of local understanding of the role of BBPD Malang. “Socialization of SOTK is still needed because some regions do not understand the function of BBPD. If there are activities in the province in our working area, BBPD should be invited so that its role is better known”, explained an informant. Monitoring and evaluation must also be extended to the provincial and village levels to introduce BBPD as a training center, especially with the PNBP-based training pathway by PP No. 10 of 2023. In addition, the SOPs implemented have helped the training run smoothly. “The SOPs provide us with clear guidance in carrying out our duties and solving problems that arise during training,” said another informant.

The success of the village apparatus training program at BBPD Malang is supported by good coordination between central and regional agencies. One informant stated, “Cooperation between the government and the private sector, as well as sufficient budget support, play an important role in improving the quality of training”. In addition, qualified human resources are a major supporting factor. “The recruitment process is tailored to the qualifications and competencies needed so that the organization has professional human resources that align with the agency's vision,” explained another informant. According to Permendagri No. 6/2016, training success is influenced by effective communication channels and the availability of human resources and supporting facilities. “The organizational structure and task disposition have been gradually improved to ensure training is more efficient and targeted,” said an informant.

The inhibiting factors in implementing village apparatus training at BBPD Malang include geographical constraints, overlapping programs, and low community awareness. An informant stated, “The working area of BBPD Malang, which is mostly islands, makes it

difficult to summon participants and distribute training, plus there is no IT-based management information system connected to 18 provinces". In addition, there are similar programs run by the Ministry of Villages and NGOs that conduct training with different curricula. Another informant added, "Lack of public awareness of the importance of village apparatus training is also an obstacle because there is no clear instrument for apparatus performance assessment". Difficulty accessing information in remote areas further exacerbates community participation in available training programs.

4.2 Discussion of Research Results

The following will discuss the research results regarding implementing village apparatus training. Implementing the village apparatus training policy based on Permendagri No. 5 of 2021 refers to the amendment of the Minister of Home Affairs Regulation No. 106 of 2016 concerning the Organization and Work Procedures of the Technical Implementation Unit at the Village Government Center of the Ministry of Home Affairs. In the literature review, George Edward III's theory identifies four interrelated leading indicators that influence the success of policy implementation: communication, resources, disposition, and bureaucratic structure. Based on the results of interviews and observations, these four indicators were analyzed in the research focus. By Permendagri No. 5 of 2021, the implementation of village apparatus training runs according to procedures, with good cooperation between policy implementers, thus supporting the effectiveness of the implementation of training for village officials to increase capacity and professionalism.

Communication indicators in policy implementation consist of three main dimensions: transmission, clarity, and consistency, carried out sequentially and interrelated. Information transmission is carried out through socialization that supports clarity and is carried out in a structured and scheduled manner by the principle of consistency. This process includes the delivery of policies from policymakers to implementers and target groups, either directly or indirectly. The head of BBPD Malang emphasized that, by Permendagri No. 5 of 2021, they are responsible for technical guidance and training village officials. Training needs are identified through visits and interviews, while training schedules and themes are disseminated through social media. The delegation of tasks from the Directorate General of Village Governance also strengthens the socialization of BBPD Malang's tasks in ensuring policy understanding at the local level.

BBPD Malang shares information on its primary tasks through various media, including internal coordination meetings, regional visits, and social media such as its website, Instagram, and YouTube. Training plans are informed to the regions through official letters, while internal teams receive guidance through meetings. Based on interviews, policy communication has been

effective between policymakers and implementers, making it easier to understand policy implementation. BBPD Malang also actively builds communication with regions and communities to improve response to the training. However, there are constraints in communication due to the geographical location of the working areas, the majority of which are islands, which makes it difficult to summon participants and distribute training. Transportation constraints and limited communication facilities in some areas have caused training schedules to be delayed or canceled due to coordination and accessibility difficulties to BBPD Malang.

Regarding resources, BBPD Malang is responsible for conducting training in village governance, which requires professional teaching staff. Currently, BBPD Malang has 31 teaching staff, but only one person has the status of Junior Expert Functional Officer, while the other 30 consist of functional and executive officials. To improve the professionalism of the teaching staff, a transformation of human resources is needed, including the preparation of the formation needs of the Functional Position as a condition for the competency test for job transfer. In addition, competency mapping is an important step so that teaching tasks are by the field of expertise, allowing a more precise distribution of teaching staff. If shortages are found, recruitment or formation of new teaching staff can be carried out. With the specialization of training fields, BBPD Malang is expected to be more effective in increasing the capacity of village government officials.

To improve the skills of the teaching staff, BBPD Malang applies weekly coaching and mentoring methods aimed at equalizing perceptions and sharing experiences between experienced and new teaching staff. In the mentoring sessions, teachers can discuss challenges in training and find solutions together. In addition, teaching simulations are implemented to boost the confidence of new teachers before they teach in class. This method is expected to transfer knowledge and skills to improve training effectiveness. In addition to skill enhancement, competency development through SKKNI and BNSP-LSP certification is important to recognize the professionalism of teaching staff. However, the distribution of training participants is still an obstacle, as some participants attend training with the same theme repeatedly, causing an imbalance in training equity and risking reducing learning effectiveness.

BBPD Malang has provided various facilities to support the implementation of training, including dormitory buildings, guest houses, classrooms, computer laboratories, prayer rooms, sports rooms, and halls. In addition, two units of buses are available for employee and trainee mobility. However, there are constraints in maintaining the facilities, especially regarding the stability of the electricity supply. Frequent voltage drops disrupt the training, especially for sessions that use

electronic equipment such as computers and projectors. Electrical power instability can cause devices to shut down suddenly, hindering learning and reducing participants' engagement in the training. Therefore, facility management and maintenance, including electricity supply, must be improved. Adequate budget support is needed to ensure all facilities can function optimally to support the smooth running of training programs at BBPD Malang.

BBPD Malang has implemented the policy with dispositions that show strong commitment from each implementor. The implementation of the central policy is to the objectives of the policymaker. However, the effectiveness of implementation still depends on the alignment of attitudes and perspectives between implementers and policymakers. If there are differences in perception, policy implementation can experience obstacles. Disposition in BBPD Malang has been established by the level of bureaucracy and the responsibilities of each unit so that the instructions of the Head of BBPD can be carried out effectively. All elements in BBPD Malang have a high attitude and dedication to successfully organizing village apparatus training. This reflects the seriousness of implementing policies established to increase village governments' capacity in various regions.

The disposition in organizing training reached 45%, reflecting the readiness of BBPD Malang to carry out the policy. 27% of incoming letters from local governments requested training, and 18% were related to requests from resource persons. The high demand shows local governments' enthusiasm to improve village officials' competence. BBPD Malang always tries to accommodate these needs to ensure equal distribution of training in various regions. With high commitment, BBPD Malang continues to fulfill requests for training facilitation so that its main tasks and functions as a training institution for village officials can run optimally. This shows that the training policy implemented by BBPD Malang has received full support from various parties, including local governments, who actively apply for training facilitation.

Changes in the organizational structure due to bureaucratic simplification have affected BBPD Malang, which was previously regulated in Permendagri No. 106/2016 and now refers to Permendagri No. 5/2021. This change has confused employees due to the transition from echelon 3 and 4 structural positions to functional positions. Simplification improves bureaucratic efficiency, especially in echelon 4 units, which have functional technical suitability in carrying out their duties. Nevertheless, the organization of village apparatus training continues to run according to the main tasks and functions of BBPD Malang. However, in 2024, BBPD Malang only has six training programs with the APBN budget, which is considered insufficient to meet the training needs of village officials in various regions.

To strengthen the functions and tasks of BBPD Malang, the head of the Center proposed additional functions in the main tasks to accommodate the interests of the central and regional governments. The proposed additional functions include facilitation, coordination, supervision, and consultation in organizing village government training and non-training. In addition, BBPD Malang is also expected to play a role in establishing lab site villages, developing a thematic training curriculum, and monitoring and evaluating training programs. With this expansion of duties, BBPD Malang is expected to be more optimal in providing public services related to village apparatus training. The simplification of the bureaucracy in BBPD Malang, although not as great as that experienced by the Directorate General of Bina Pempdes, still requires restructuring so that the organizational structure is more effective in supporting the capacity building of village officials.

Internal supporting factors in organizing village apparatus training at BBPD Malang include adequate facilities and infrastructure. BBPD Malang has comfortable dormitories, halls, service rooms, prayer rooms, dining rooms, computer laboratories, sports facilities, libraries, and polyclinics with medical personnel. Classrooms have LCDs, laptops, flipcharts, internet, tables, and chairs. Guest houses and VIP rooms are also available for participants. Environmental comfort is supported by cleanliness and beautiful gardens. In addition, the training provider has a crucial role in ensuring the effectiveness of the training. The main tasks of each workforce have been set out in the Work Team Decree and Committee Decree. The position of BBPD Malang as a Technical Implementation Unit at the echelon 2 level also strengthens the implementation of training, which has been going on since 1968 with various structural changes.

An external factor supporting training at BBPD Malang is the high regional demand for capacity building of village officials. Training plays an important role in improving the quality of human resources, both in cognitive aspects and personality development (Tangkilian, 2007). Local government awareness of the importance of training is increasing, encouraging them to participate actively in the program organized by BBPD Malang. Local support also includes assistance with local transportation costs for participants who attend the training. This positive response can be seen from the low rate of cancellation or rejection of training by the regions that have been contacted. The high participation of participants indicates that BBPD Malang's training programs are relevant to regional needs, thus supporting the effectiveness of policy implementation in improving the capacity of village officials throughout Indonesia.

Internal constraining factors in implementing training at BBPD Malang include limited learning space, the functional position of trainers, and the mismatch of

participants with the established criteria. The classrooms at BBPD Malang have a conducive atmosphere, but the classroom arrangement is less flexible and limits participant interaction. In addition, the instability of the electricity voltage hinders the use of learning aids, which can reduce the effectiveness of the training. Regarding teaching staff, some trainers do not yet have SKKNI/LSP-based certification, potentially reducing their understanding of training methodologies. This can make it challenging to deliver the material, especially as participants come from diverse regional backgrounds and education levels. In addition, some of the participants sent by the regions do not fit the criteria, often being participants who have participated in previous trainings, thus reducing opportunities for new participants.

External factors that hinder the implementation of training at BBPD Malang include budget constraints and geographical conditions. The minimal budget causes an uneven distribution of alumni participants and limits the amount of training that can be organized. According to Hasibuan (2005), training programs require planning that includes clear policies, procedures, budgets, and implementation time. BBPD Malang, as a result-oriented government organization, must adjust its targets to the budget constraints. In addition, the geographical condition of BBPD Malang's working area, the majority of which is an archipelago, is an obstacle to summoning participants and equitable distribution of training. Barriers to transportation access and limited communication infrastructure often cause information delivery delays, impacting effectiveness and participation in training programs.

5. CONCLUSIONS AND SUGGESTIONS

Based on the research results on implementing village apparatus training, policy implementation based on Permendagri No. 5 of 2021 has run well at BBPD Malang. In terms of communication, the policy is conveyed directly and through social media, while training needs are identified through visits and interviews. Delegating tasks from the Directorate General of Village Governance strengthens policy socialization. However, communication constraints still occur due to geographical factors and transportation limitations, resulting in rescheduling and postponement of training. Regarding resources, BBPD Malang has 31 teaching staff members, but only one young expert is a functional official. Therefore, resource management needs to be improved through competency mapping, weekly coaching/mentoring, and SKKNI and BNSP-LSP-based certification programs so that teaching staff are more professional in carrying out their duties.

BBPD Malang still faces challenges in equitable access to training due to the repetition of participants in the same training. Facilities such as dormitories, classrooms, and transportation are adequate, but maintenance and a precarious electricity supply still

need improvement. Regarding disposition, BBPD Malang showed high commitment, with 45% of training dispositions completed, including 27% of requests from local governments and 18% of resource person requests. The simplification of the bureaucracy from Permendagri No. 106/2016 to No. 5-2021 led to changes in the work system that confused employees, but training continued. With only 12 trainings funded by the state budget by 2024, the head of BBPD proposed additional functions, including developing training methods, facilitating coordination, and monitoring and evaluation to improve service effectiveness.

Supporting factors in implementing the training policy at BBPD Malang include the implementers' strong commitment regarding the work team, as stated in the decree of the Head of the Village Government Center. Active internal coordination also accelerates the transfer of information between policymakers and implementers, ensuring the policy runs effectively. Adequate facilities and infrastructure, such as training buildings, supporting facilities, and teaching staff that continue to be developed, also support the smooth running of the training. However, there are still some inhibiting factors, such as inflexible classroom arrangements, budget limitations that hamper the expansion of training coverage, and the geographical conditions of the islands that make it difficult to summon participants. Limited transportation and communication infrastructure often causes delays in the delivery of training information, so better strategies and policies are needed to improve the effectiveness and equity of training throughout the BBPD Malang working area.

Based on the analysis of village apparatus training implementation, several recommendations can be implemented to improve training effectiveness at BBPD Malang. An annual competency development plan is needed to make training more relevant. Coaching and mentoring should be implemented on an ongoing basis to improve the quality of teaching staff. Optimization of functional position space and technology-based information systems will accelerate the coordination and management of training data with 18 provincial working areas. In addition, improvements to infrastructure and adjustments to training subjects for trainers according to their expertise need to be made to improve the quality of learning. Publication of activities must be maximized so that BBPD Malang becomes a credible national training center. Further discussion is needed regarding potential overlapping tasks between BBPD Malang and related directorates to avoid duplication of roles.

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