

Visioner Leadership in Education and Training Organizational Capacity Development in The Era of Covid 19 Disruption and Industry 4.0

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ABSTRACT

The aims of the study is to reveal visionary leadership in developing organizational capacity in the era of disruption to the covid-19 and industry 4.0. This research used a qualitative descriptive approach with a case study at the Human Resources Development Center of Manpower (PPSDM) in Jakarta, Indonesia. Informants were structural officials, coordinators and sub-coordinators, widyaiswara, staff and training participants whose data were taken through interviews, observations and other documents such as program documents, implementation to evaluation as secondary data. Visionary leadership and its characteristics play an important role in developing organizational capacity in times of Volatile, Uncertainty, Complex and Ambiguous. These characteristics can be seen in several competency domains applied by the leader, namely business, leadership, interpersonal, and intrapersonal domains. Based on data from these competency domains, through visionary leadership, PPSDM has metamorphosed into organizational capacity development armed with various strategies to achieve goals effectively, efficiently and productively even during the pandemic and industrial disruption 4.0.

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Introduction

A leader is someone in a certain management who has the art of directing the wheels of the organization in achieving common goals through a strategy of planning, organizing, managing and supervising every resource that is seen as effective and efficient (Mulyadi & Winarso, 2020: 1). The leader of any organization including education has a responsibility to use the power and sensitivity to any developments and changes that occur to guide the organization to be responsive. (Fridayani, 2021). The strength of a leader will affect the success of achieving the goals of an organization, because his full power will control the direction and influence the motivation that will bring the organization to a stronger or higher level (Van Der Wagen, 2020). Leadership must be a simultaneous activity to move people to adapt to challenging realities or problems, both technical and adaptive (Syauket, 2021). Then Syafaruddin (2019) stated that the leader facilitates the transformation process in the midst of changing times. This is in line with what Hao and Yazdanifard (2015) stated that

leadership must be a motivating factor and has the power to involve human resources in the organization to continuously make changes and encourage change.

Industrial world change with the term industry 4.0 which was introduced for the first time in Germany in 2011 had a major impact on the activities of the world of education (Wibawa & Pritandhari, 2020). Therefore, leadership in the world of education must be able to follow the demands of the industrial revolution 4.0 to influence, encourage, guide, direct, and mobilize others who have to do with the implementation and development of education in the era of the industrial revolution 4.0. Unfortunately, not yet finished with the problems of the industrial era 4.0, the World Health Organization (WHO) on March 11, 2020 has declared Covid-19 as a pandemic facing the world (Valerisha & Putra, 2020). Covid-19 spreads quickly and has an impact on public health, to education. Covid-19 has political implications that are forcing countries around the world to adjust their policies. This is certainly a test for the capability and quality of leadership (Wino et al., 2020).

The era of disruption to COVID-19 and industry 4.0 is a period when the application of new methods, new mechanisms, new program forms, often demanded to the recruitment of new Human Resources. This is a time when planning and succession become problematic. Many solutions end up being just temporary fixes. Therefore, only educational leaders who are sensitive to change and understand the concept of the future are able to facilitate capacity building of educational organizations in the face of uncertain changes (Ginting & Haryati, 2012). With these considerations, the author is interested in revealing visionary leadership in the era of disruption to COVID-19 and industry 4.0 with a case study at the Human Resource Development Center of Manpower (PPSDM), Ministry of Manpower.

Associated with the existing environment, it is very necessary for the leader's ability to adapt to change, in today's leadership (Euis, 2008). Leadership and adapting to existing changes are the biggest challenges today for a leader. In this regard, Karwan et al (2021) state that (1) visionary leadership is a leadership behavior that has personal characteristics and the ability to see holistically to create, articulate, interpret, imagine, and communicate, reinterpret goals to followers to achieve goals as a form of anticipation of an educational organization against future changes. (2) visionary leadership is bright and enlightening, therefore something good and enlightening must be done well to form a complete human being, and (3) visionary leadership in every country that is adapted to characteristics such as ideological, political, economic, social, and their respective cultures. The implementation process in the country can certainly be imitated by making adequate adjustments.

According to Dwivedi (2006), visionary leadership is an important factor for the survival and success of an organization in a turbulent environment. Visionary leaders are transformational and inspiring. There is a clear vision, illustrated by visionary leadership. Its main characteristics are leading at the front, doing the best from within and respecting differences, strengthening introspection to develop insights, and finally focusing on inspiring, making a difference and increasing organizational value.

Visionary leadership will improve the outcomes of the resources under it by intrinsically motivating them through three mechanisms. First, the visionary leader encourages personal commitment to collective goals among followers through a clear vision, awakening the aspirations of his human resources to pursue this vision. Second, when sharing an ideological vision that links its human resource efforts with the achievement of collective goals, it will increase the sense of belonging so as to prioritize collective interests. Third, visionary leaders maintain the self-efficacy of their followers by expressing confidence in their competence (Luo et al, 2020).

The dynamics that occur during the disruption period in today's disruption require a visionary leader strategy that is considered safe for the organization and has the potential to maintain, strengthen and improve it. The unstable economy, poor health and technological shifts pose a dire threat to most educational organizations. However, visionary leaders who are able to adapt and thrive in this era of disruption tend to be able to survive and become future leaders. They are constantly innovating, embracing change and transforming by adapting new technologies for a more potential future (Tellis, 2006).

Warrenfeltz et al (2020) stated in their paper, that there are four domains of leader competence in the new normal era, namely business, leadership, interpersonal and intrapersonal domains. Business domain, which means competence in carrying out activities to processing information. The domain of leadership, means competence in managing others effectively. Interpersonal domain, meaning competence in interacting, dealing with other people. And intrapersonal competence, meaning competence in managing oneself and work tasks. The description of the above is in the image below.

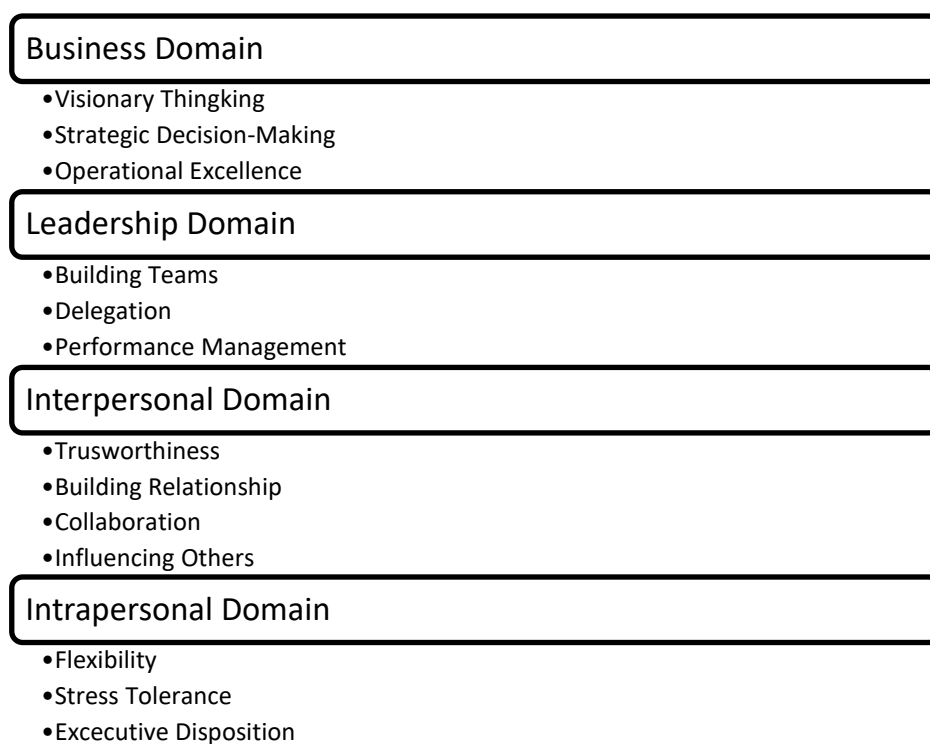


Figure 1. The domain of leader competence in the new normal era (Warrenfeltz et al, 2020)

Warrenfeltz et al (2020) further stated that the success of an organization with great leadership to transition and develop will require the strength of competence from each domain. Some competencies will increase the competencies that already exist in a leader. Some other competencies may experience a shift in focus or focused development.

Method

This study uses a qualitative research method with a descriptive approach through a case study at PPSDM in Jakarta, Indonesia. Informants in this study were structural officials, coordinators and sub-coordinators, widyaiswara, staff and training participants whose data were taken through interviews, and observations from August to November 2021 as well as

other documents such as program documents, implementation to evaluation as secondary data.

Table 1. Research Steps

Activity	August				September				October				November			
Pre Field																
Field Work																
Data Analysis																
Report																

Pre Field, the activities of the research in this stage are: compiling a design field, selecting research fields, administering permits, explore and assess the field, select and utilize information, preparing research equipment, ethical issues study. Next stage is Field Work. The field work stage is a research activity carried out at the research site. At this implementation stage, researchers collect data according to the focus of the problem and research objectives. After the researcher collects the required data, the next step is processing the research data, as we know that data analysis in qualitative research was conducted during and after the field. The activities carried out are compiling data and information that collected and then adjusted to the purpose of this research study. And finally, the researcher compiles a report based on the required systematics.

Results and Discussion

PPSDM, which originally had the name *Pusat Pendidikan dan Latihan Pegawai*, is an organization that carries out the functions, namely, firstly, the preparation of technical policies, plans, programs and budgets for education and training of labor human resources. Second, the implementation of education and training of labor human resources. Third, carry out monitoring, evaluation and reporting on the implementation of education and training for labor human resources. And fourth, carrying out the implementation of Central administrative and household affairs.

Table 2. Domains and Results

Domain	Results
Business	Stay productive at VUCA, Support for Leader Performance Goals, Ministry of ManpowerCorpu
Leadership	Bureaucratic transformation and organizational development, accreditation, LMS 10:20:70, WI ratio, 20->7
Interpersonal	Tagline LCLU, adding resources, synergy-collaboration
Intrapersonal	Pending matters, refocusing, alignment

PPSDM is led by the Head of the Center who is directly responsible to the Secretary General of the Ministry of Manpower. Meanwhile, the PPSSDM organizational structure after May 2021 has several changes that are expected to speed up the bureaucracy and streamline organizational performance. The Head of the Center is assisted by a Head of Administrative Section, and is supported by the Coordinator and Sub-Coordinator in several sub-groups as follows: (a) substance group for planning, program, evaluation, and development of training cooperation, (b) substance group for organizing resource training manpower, (c) the

substance group for curriculum development and education and training methods and (d) the substance group for managing human resources for the apparatus, organization, administration, bureaucratic reform, program and budget preparation, financial management, correspondence, archives, and the general public. Coordinators and Sub-coordinators are no longer structural officials but are functional officials who have additional duties in their parent agencies.

Based on the data obtained by the researchers, the Main Performance Target of the Head of the Center is to increase competent Manpower HR in accordance with the competency development plan, while the performance indicator is the percentage of Manpower HR whose competence increases according to the competency development plan. The Head of the Center conducts socialization of its performance targets to be supported through performance targets from the Head of the Administrative Section, Coordinators, Sub-Coordinators, *widyaiswara* to staff or employees. However, the researcher observes the importance of considering the importance of reviewing the suitability of the organization's business processes with the intended performance targets because the reality of change creates a VUCA (Volatile, Uncertain, Complex and Ambiguous) situation where world developments are very dynamic and difficult to predict, so adjustments are certainly needed.

Furthermore, in accordance with competencies in the business domain, based on the direction of the Secretary General of the Ministry of Manpower, the Head of Center coordinates the PPSDM Manpower to metamorphose into a driving force for the Ministry of Manpower Corporate University (Corpu) by launching an agenda in January 2022. The aim is to develop internal capabilities that are more specific and up to date and have a direct impact on the achievement of organizational goals.

Important steps taken were the formation of a governing body Corpu consisting of top management of the organization assisted by experts in certain fields / sciences relevant to the organization's business. In addition, it is also necessary to clearly identify and formulate the vision or strategic planning of Corpu, its funding sources, stakeholders and delivery models. The next step is the use of adequate technology and resources (facilities and infrastructure, teaching teams, etc.). In carrying out these steps, the full involvement of all business lines is required.

Table 3. Program Realization

Program	Realisation	Strategy and Its Result
Increased number of outputs in 2021	90%	LMS system 10:20:70, synergi
Structured Performance Goals from top to lower management	100%	Sosialisasi, FGD
Corpu Launching	95%	FGD, synergi, colaborasi
Organizational Accreditation	100%	Grade A
Refocusing cativities	100%	Flexibilities dan Harmonization

In carrying out the leadership function, the Head of the Center tries to optimize all available resources. It is recorded that the Manpower PPSDM received an organizational performance assessment through institutional accreditation from *Lembaga Administrasi Negara* (LAN) with a score of A, is in the process of standardizing learning materials according to the SKKNI including Mediator, Introduction to Work and Labor Supervision, developing a Learning Management System with a 10:20 pattern: 70, namely 10% of the training participants learn independently using modules that have been prepared by the PPSDM. Then 20% of the learning system is carried out online and the remaining 70% of

learning is carried out by training participants with applications in their respective workplaces. Corona Virus Disease 2019 (Covid-19) has indeed created a new culture. Isolation and self-quarantine to stop transmission, resulted in face-to-face training cannot be carried out. However, the learning process cannot be stopped due to the pandemic. Based on the data obtained, with a total of 20 *widyaiswara* owned by PPSDM with 8 of them whose working period is approaching retirement, according to the researcher, it is necessary to get additional at least in these 5 years to meet the ratio of *widyaiswara* to training participants. In addition, based on the researcher's analysis, strengthening the internal capacity of other functional positions through tiered training needs to be carried out to optimize organizational performance.

In order to strengthen trust so that they can synergize and collaborate well with other stakeholders, and build working relationships in improving the quality of the civil servant, PPSDM has a tagline that was confirmed by the Minister of Manpower, Ida Fauziah on October 20, 2020, namely "*Lebih Cerdas, Lebih Unggul*" or LCLU (see table 2). The development of the organizational structure by adding the Methods and Curriculum section, as well as the Cooperation Development section is a form of the organization's seriousness in carrying out HR development priorities according to the tagline that was launched.

Furthermore, disruption has brought about fundamental changes in almost all aspects of life, including changes to the planned PPSDM program, training and education and budgeting. Some activities that should have been carried out had to be postponed until the following year or were not held at all (see table 2). This requires a refocusing of activities so that they are in line with other government programs and do not create inequality. For example, the existence of a budget cut policy, but with non-programmed decision making from visionary leaders who are effective, timely, on target and strategic, the quality of organizational performance actually increases. This ability is an intrapersonal domain leader competency that is needed in the era of disruption in disruption.

Conclusion

The reality of change in the Covid-19 era and industrial disruption 4.0 created a volatile, uncertain, complex and ambiguous (VUCA) situation, making the world situation very dynamic and difficult to predict. The old form of leadership is no longer seen as capable of dealing with current changes. New leadership characteristics must be developed to face the future, address the needs and problems that arise from the uncertainty and ambiguity of the current situation. Visionary leader who is social and digital savvy, collaborative, agile, adaptable, transformative, tech-savvy, flexible, initiative, innovative, humble, free-thinking, visionary, able to evaluate, think differently, and distributed leadership. This means that future leaders must be more resilient than the environment itself, the VUCA environment, turbulent, complex and uncertain. So is PPSDM. Efforts carried out through visionary leadership with optimal involvement of Human Resources (HR), brought PPSDM to metamorphose through organizational capacity development armed with various strategies to achieve goals effectively, efficiently and productively even during the pandemic and industrial disruption 4.0. Next, for the development of internal capabilities so that they are always up to date and have a significant impact, the organization should rationalize the number of *widyaiswara* with training participants, employees with their workloads, review business processes with consideration of dynamic situations and provide training to employees in stages.

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