

Needs Assessment Analysis Of Human Resources Development In Indonesia Financial Services Authority

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ABSTRACT

Being the only institution in Indonesia with supervisory, regulatory and audit functions in the financial services industry sector, human resources in the Indonesia Financial Services Authority (OJK) are expected to meet the quality that is in line with the dynamic development of information technology and financial innovation. Needs assessment process is required as one of the OJK's efforts to further improve its human resources, in which there is no size or scale required for behavioral and technical competence at each role level. The purpose of this study is to analyze the needs assessment and the factors that affect the needs assessment at OJK. Current research employs a post positivism approach with qualitative methods and field study data collection techniques through in-depth interviews and literature studies. Research results reveal that the needs assessment process at OJK has not used technical and behavioral competency measures because there is no measurement referred to in the internal regulations regarding current job descriptions, therefore OJK does not yet have an accurate employee database profile.

1. INTRODUCTION

Based on Law Number 21 of 2011, the Financial Services Authority (OJK) is the only independent institution in Indonesia that has regulatory, supervisory, audit and investigative functions in the financial services industry, including consumer protection. This is in line with the vision of the OJK, namely to become a trusted financial services industry supervisory institution, protect the interests of consumers and the public and be able to turn the financial services industry into a pillar of the national economy that is globally competitive and can advance public welfare. The financial services industry that is independently supervised by the OJK is the banking, capital market and non-bank financial industry (IKNB) sector with a large number and spread throughout Indonesia.

Table 1 . Number of Financial Service Industry Players in Indonesia in 2018

No.	Sector	Amount
1.	Banking	50 Conglomerations
2.	Capital Market	43.072 Capital Market Supporting Institutions and Professionals
3.	IKNB	1.116 IKNB players

Sumber: www.ojk.go.id (has been reprocessed by the author)

The supervision of the entire financial service industry, which number in the thousands as shown in table 1, certainly requires capable and competent employees in carrying out their duties and functions. Newburry and Thakur (2010) state that human capital emphasizes the importance of education and training as the key to participation in the global economy. An agency must have the courage to spend money to motivate, monitor, and retain employees as a form of investment in human resources so that the value or potential of human resources can be explored deeper (Newburry& Thakur, 2010). Basically, knowledge exists in every individual, so that knowledge should be "presented" or "manifested" (Blackler in Ortenbland, 2001). In order to support the "presence" of knowledge, OJK will endeavour to develop human resources through scheduled trainings.

In human resource management, human resource development is emphasized on the management of skills development and intelligence that as an employee can provide added value to the organization. Human resource planning is a systematic process of analysing the internal needs of an organization with available positions during the specified period (Mondy&Martocchio, 2016). Human resource planning in the organization in the OJK is seen from the Current Formation (FSI) and Effective Formation (FE) by analysing the existence of gaps in certain position formations so that it is known that there are gaps in the quantity of employees. In addition to the quantity of employees, there is also a gap in the quality of employees, so that a strategy to fulfill the quality of human resources is needed through the process of developing human resources.

To support the main function of the OJK as the only authority that has managed and supervised the financial services industry in Indonesia in the past 9 years, the human resource development process at OJK has not been optimal, particularly in the implementation of the initial stages of human resource development, namely needs assessment. The less-than-optimal needs assessment process showed in Table 2 below.

Table 2. Achievements of the 2019 OJK Employee Assessment

Main Performance Index (IKU)		Period	IKU Measures			Target	Q4 Realization	Information
			Type	Control	Score			
1	Implementati on of Employee Assessment	Yearly	Activity	High	100%	60 Employ ees	100%	Assessment participants in 2019 was 87 employees

Source: IKU and Budget Manager (MIA) Department of Organization and Human Resources. (2019)

Through the achievements of the 2019 OJK Main Performance Index (IKU) - Employee Assessment Implementation, the target of employees to be assessed is as many as 60 employees at Head of Subdivisions level and above. Reflected on the data, number of employees at Head of Subdivisions level and above is 1.726 employees. If the assessment target within a year is only at 60 people (3.48%) of the total officials at the OJK, then it is still considered far from fulfilling the employee competency assessment targets OJK-wide.

According to OJK internal regulations on human resource management, employee development is based on the results of employee mapping. Referring to these regulations, one of the scopes in the employee mapping system at OJK is Employee Competency Assessment which aims to make employees understand the competencies required in a position so that employees can work

optimally and obtain feedback according to the level of competency fulfilment required in certain position.

Human resource mapping principles following the human resource management regulations at OJK are to compile employee profiles based on performance, competency, and potential assessments and obtain Potential Employee Group (KPP) candidates through assessment of potential, readiness, ability, and willingness. So far, the preparation of employee profiles has only included the performance appraisal process's value every year because the employee competency score is not yet available. The unavailability of competency scores at the beginning of the needs assessment means that the mapping of KPP candidates cannot be carried out.

The existence of obstacles to the basis or provisions governing job descriptions that are not yet equipped with the competency requirements and levels of competencies required makes OJK not to have an employee map for the process of promotion, rotation and employee transfer or a talent management map. Provisions regarding job descriptions are important to determine the size of the assessment of the competencies required in each position. The Employee Competency Assessment at OJK includes:

a. Technical Competence

The technical capabilities required are in accordance with the position of each individual employee to complete the main functions and duties of the position, both structural and functional. Currently, OJK already has a technical competency dictionary that explains the level of proficiency and the criteria for that level of proficiency, but the current technical competency dictionary does not yet explain the level of proficiency required for all levels of employee positions so it is difficult to measure the competency gap that arises from technical competence.

b. Behavioural Competence

This competency leads to effective employee performance which is divided into several key behavior indicators (core competencies, leadership competencies, and functional competencies) which can be directly observed on the concerned employee. The assessment of behavioral competencies is carried out in an assessment or assessment so that it is known which key behavior indicators the employee still lacks. The assessment of key behavior indicators at the OJK has only been carried out for employees with the level of Head of Subdivisions and above, so that it can be ascertained that for employees with staff level positions below there is no database on the results of this technical competency assessment.

The implementation of a formally structured employee mapping system can become a database for employee development from entering the OJK for the first time until the employee enters retirement. In addition, starting from the competency assessment, it can be mapped to become input in the preparation of a Training Needs Assessment (TNA) which is useful for the implementation of employee training. Therefore, the preparation of TNA is not only done through self-assessment by employees whose level of accuracy in understanding the competency gap itself cannot be measured with certainty. In addition, the preparation of TNA also does not only rely on input from Learning Partners in all work units because the level of validity cannot be ascertained because the learning partners' understanding of the competency needs of each employee in their work unit is different.

Theoretical Framework

Needs Assessment Phase

Needs assessment is a process by which the needs of human resource development in an organization are identified (Werner & DeSimone, 2012). The needs assessment process is the starting point of the human resource development and training process. Needs assessment is a formal process

to identify needs between current results and desired results, placing these needs in an order of priority based on the costs required to meet them (Leigh et al., 2000). Werner and DeSimone (2012) also explain that needs assessment has benefits in human resource development, including identifying:

- a. the goals of the organization and its effectiveness in achieving them.
- b. the gap between employee skills and skills required in today's organizations.
- c. conditions in which human resource development activities will occur.

Strategic / Organizational Analysis

Needs assessment at the organizational level is usually carried out by conducting organizational analysis which aims to better understand the characteristics of an organization to determine where and under what conditions training and human resource development efforts are needed. Assessment analysis at the organizational level requires a broad view of the organization and what the objectives are to be achieved at the organization. Organizational characteristics can include organizational goals and objectives, reward systems, planning systems, delegation and control systems, and communication systems (Werner and DeSimone, 2012). Irwin Goldstein in Werner and DeSimone (2012) analyzes needs assessment in organizations must identify:

- a. Organizational Purpose
- b. Resources in the Organization and Core Competencies
- c. Organizational Culture and Climate

Task Analysis

Task analysis is the systematic collection of data about a particular job or job group that is used to determine what should be taught to employees in order to achieve optimal performance. The results of the job analysis usually include the appropriate performance standards, how tasks must be performed to meet job standards, and the knowledge, skills, abilities, and other characteristics (KSAO) that employees must possess to meet the standards. The task analysis process compiled by Werner & DeSimone (2012) is as follows:

- a. Development of Overall Job Description
- b. Job Identification
- c. Identification of What is Required to do the Work
- d. Identification of Areas that most Benefit from Human Resource Training or Development
- e. Prioritize the Training Needs

Individual Analysis

Individual analysis is directed at determining the training needs of individual employees. The focus is usually on how well each employee performs a job task. This process can identify common and unique human resource development needs. Traditionally, individual analysis involved employees and a supervisor. Depending on the nature of the individual's work, the employee's or employee's co-worker is also in a position to provide information that can be used to identify individual level needs (person-level needs). This kind of evaluation is called a 360 degree performance appraisal because through this evaluation a complete picture of an employee's performance can be obtained. It is important to consider employees' reactions to their skills assessment and training..

1. Motivation

The motivational factor in training makes people learn better when they want to gain new knowledge, skills and abilities which are driven by a desire to find out and not easily discouraged by obstacles that are part of every learning experience, especially in organizations. The first strategy in

motivation is to ensure that employees understand their own needs and how training and development (T&D) fits into organizational goals. In this case, the leader must provide an explanation of the importance of training (Berman et al., 2016)

2. Relevance and Transference

When employees are not clearly informed about the relevance of training to their job, usually some of them will lose motivation to attend training. Transference or transfer problems can occur when training is carried out in an environment other than the work environment. For training to be effective, new knowledge and skills must be applied in the work environment.

3. Repetition and Active Participation

The Rule of Three states that people hear and understand something when repeated three times, while The Rule of Seven states that one must practice seven times to master a new skill. In addition, employees must also experience variations in different conditions with different problems to master their skills. It takes time to learn and master various things.

In terms of learning, most people prefer to learn through participation in the learning process, for example discussion and how learning can be applied properly, rather than just sitting listening to explanations. Repetition and demonstration of examples increase the chances of active involvement, so that the material presented is fully absorbed.

4. Underlying Principles

To know why something works is to understand the principles that lie behind it and knowledge of those principles to find solutions to problems when things go wrong. Understanding the fundamental principles of work helps employees deal with situations they have never faced before. Organizational learning is often a place to practice applying general principles in certain situations. Training techniques emphasize the development of insight, understanding of principles, and creativity in application in life or work.

5. Feedback and Positive Reinforcement

Training and learning are influenced by direct and positive feedback. Immediate feedback helps direct activities in the right direction and supports trainees to master new skills quickly. Feedback should be objective in nature focusing on processes and results rather than people and their quality and should be part of a collaborative approach to strategy development in terms of performance improvement.

2. RESEARCH METHODS

This study uses a post-positivist approach with qualitative methods because this research puts forward the process rather than the results obtained. In this approach, theory is not used to question about right or wrong, but it is used as an instrument to predict while still looking for objective facts of reality (Caldwell, 1994). The data collection technique used is primary data in the form of interviews with 13 sources related to the implementation of human resource development at OJK. In addition, a literature study and author's opinion were also conducted regarding the direct needs assessment at OJK, as the locus in this study.

Table 3. Resources in Research

No.	Position
1.	Deputy Director of Organizational Policy
2.	Deputy Director of Program Implementation
3.	Senior Analyst of Human Resources Policy
4.	Senior Analyst of Organizational Policy
5.	Senior Analyst of Program Planning and Talent Management
6.	Senior Analyst of Program Implementation
7.	Senior Analyst of Organization and Human Resources Policy Consultation
8.	Analyst of Human Resources Policy
9.	Analyst of Program Implementation
10.	Analyst of Program Planning and Talent Management
11.	Junior Analyst of Program Planning and Talent Management
12.	Academi
13.	External (advisor/human resource management consultant)

Source: has been reprocessed by the author. (2020)

3. RESULT AND DISCUSSION

This research discusses the phase of needs assessment at OJK through the organizational, task, and individual analysis levels. In addition, this research also discusses the factors that influence the assessment of human resource development needs through the dimensions of motivation, relevance and transference, repetition and active participation, the underlying principle, and feedback and positive reinforcement.

1. Needs Assessment Phase

Needs assessment is the first step in human resource development. The needs analysis focuses on the gap between actual performance and desired performance, so that further employee mapping can be carried out which aims to describe the competencies possessed by employees. Ideally, starting from the mapping, it will show the objectives of human resource development from the time employees enter the organization until they enter retirement age.

The initial process of assessing human resource development needs at OJK is to collect data from Learning Partners in all work units through Focus Group Discussions (FGD). Based on the results of data from Learning Partners, the Directorate of Human Resources Development and Assessment processes the data and then maps the training needs of all employees through the training catalog. The results of the mapping of employee training needs are in the form of a Training Needs Assessment (TNA).

Organization

The objectives of the organization listed in Law Number 21 of 2011 concerning the Financial Services Authority, are (1) realizing the implementation of all activities in the financial services sector in an orderly, fair, transparent and accountable manner, (2) realizing a sustainable financial system and stable, and (3) protecting the interests of consumers and society, revealed annually through a Strategy Map containing Key Performance Indicators (KPI).

Internal provisions of OJK regarding human resource development govern human resource development planning. The human resource development planning process at OJK begins with the identification of needs at the OJK level to filling in the Individual Development Plan (RPI) at the individual level. Currently, the OJK has no results from the needs analysis because there has never been any measurement of technical competence.

In the last few decades, there has been a surge in the use of innovative information technology (IT) in human resource management. The trigger for this growth is the deployment of increasingly sophisticated human resource planning software combined with internet-based technology that standardizes and automates the administrative components of human resource management tasks and activities (Marler & Parry, 2016)

In line with Werner & DeSimone, (2012), knowledge of resources such as materials availability facilities and expertise in organizations affects how human resource development is carried out. OJK already has digital human resource management facilities, but this has not been utilized optimally. Even though the OJK has been established for 9 years, it does not formally have a strong and accurate employee database for the benefit of future employee development. In addition to the results of performance appraisals, the data base for employee development can be in the form of technical competency scores and behavioral competencies so that gaps can be measured against the two competencies which are then filled with human resource development programs at OJK.

The direction in the 2021 organizational goals is that training programs at OJK must be massive, go digital, and encourage self-learning. Current technological developments require government institutions to adapt to making innovations to support the main tasks and functions of the organization. Departing from the spirit of digitalization, OJK has developed an e-learning application system, namely the Learning Management System (LMS), which accommodates training planning, training implementation, and training evaluation.

OJK, which has created a system for planning, implementing, and evaluating training through the LMS, is trying to make the use of the LMS civilized so that every employee is familiar with using the application. In developing the LMS, currently the Directorate of Human Resources Development and Assessment (DPAS) team is completing the training modules in the LMS application. This was reinforced by the information from the informants who stated that in self learning, there was an obligation for employees to read and analyze data quickly whose modules were accessed through the LMS.

Online learning models (e-learning) and blended learning (blended learning) can be done at LMS. Teng et al., (2009) suggests a definition of mixed learning as learning that uses 30% -79% internet facilities and the rest is traditional learning. This is in line with the information from the informants who stated that the online blended learning implemented at the OJK uses computers or devices, then learning is carried out in the classroom. Blended learning includes pre-test, quiz, and post-test.

What is stated by the speakers is in line with Rossett and Frazee (2006) in Teng et al., (2009) who categorize mixed learning models as anchor blends, bookend blends, and field blends. In anchor blend, learning starts with things that are familiar to the participants, namely instructions in class followed by online instructions. The anchor blend model allows students to feel more comfortable with the learning content as well as the instructor and peers before the assignment is given. In contrast to the bookend blend, the learning process uses an online process where online activities are available before the start of class (pre-class) and after class (post-session). In field blend, a mix of online resources is made available to participants and is used when needed. Field blend is learner-centered and the most flexible of the three approaches.

Task

Job or task analysis is needed as a basis for assessing needs, because based on the analysis of the task we can see the appropriate performance standards and how the task should be performed. Job descriptions must evaluate various dimensions of the job, namely the responsibilities and context of job responsibilities, how and where the job fits in the organizational structure (Jerabek, 2009). This statement is in accordance with the statement from the source who stated that the job description is the main basis for human resource development at the OJK

OJK has regulations related to job descriptions that describe the job functions and main duties of employees which include job identity, job function, responsibilities, main tasks, benchmarks for success, and required competencies. The drawback of this job description is that currently there is no required size or scale for behavioral competence and technical competence. In addition, the explanation of behavioral competence in the position is not specific to the field that must be mastered. There is no description of the required value for each of these competencies. Ideally, from this job description an initial diagnosis can be made of the current competency gap with the competencies required in each position.

The making of job descriptions at the OJK aims to determine the qualifications that must be possessed by a position holder, which can be in the form of technical competence, behavioral competence, organizational knowledge, work experience and education which then affects employee development. Each job description explains the behavioral and technical competences that employees in that position must possess

Lowry (1994) in Mcewen&Mcewen (2010) states that one of the fastest growing selection methods is the assessment center. This statement is not in line with the source person who explained that currently OJK does not yet have a database regarding the technical competency gap of all employees because the competency measurement has never been carried out. In fact, competency measurement is carried out by an assessment center, but there is no assessment center in OJK, so the assessment is carried out by a third party. The provision of competency measurement using an assessment center tends to be costly, therefore not many public sector institutions have their own assessment centers.

Currently, the existing technical competence at the OJK has no proficiency value as a measure of the level of ability or mastery of these competencies. Proficiency value is the employees' level of ability or mastery of a technical competency which consists of 4 levels. The higher the level of proficiency, the higher the level of ability or mastery of the competency as reflected in the description of behavior.

Each level of technical competence does not yet have the proficiency value required at each level of position because the OJK has not carried out a measurement or assessment of technical

competence for all employees. In fact, guidelines for measuring competency will soon be made through tests, written examinations, or even self-assessments.

The resource person said that it was difficult to assess technical competence because of the large variety of technical competencies that must be measured from various levels of existing positions. Information from the resource persons regarding various technical competencies in the OJK is in accordance with the validation and finalization of data by the OJK technical competence preparation team which results in 69 technical competencies consisting of 4 generic competencies and 65 functional technical competences. Ideally, the measurement of technical competence is indeed carried out on all OJK employees. If the measurement of technical competence is carried out on all employees, guidance is needed from the job description regulations because of the complexity of the main duties of employees at each level of position and field of work. Another thing of concern is the limited human resources who carry out and process the results of the assessment. In fact, in the future this data can be used to map employee profile data, including employee talent grouping, given the large number of human resources in OJK.

Apart from technical competencies, there are three behavioral competencies that can be observed directly by the employees concerned, namely core competencies, leadership competencies, and functional competencies. This behavioral competency includes what competencies are needed at each level of position. For this behavioral competency, an assessment has been carried out to determine the proficiency value of employees at the level of the Head of Sub Division and above. Seeing the condition that the competency assessment carried out was not optimal, it is difficult to measure the competency gap that arises from the two competencies.

Table 4. Examples of *Gap* in Behavioral Competencies

Name	Position Level	Sector	Behavioral Competencies	Value Required		Actual Value		Gap
Fulan	Deputy Director	Banking Arrangement	Core Competencies	Organizational Citizenship	Adapting To Change	Organizational Citizenship	Adapting To Change	Adapting To Change
				4	4	4	3	1
			Leadership Competencies	Inspirational Leadership	Strategic Deciveness	Inspirational Leadership	Strategic Deciveness	Strategic Deciveness
				4	4	4	3	1
			Functional Competencies	Analysing & Evaluating Information	Problem Solving	Analysing & Evaluating Information	Problem Solving	Analysing & Evaluating Information
				5	4	4	4	1

Source: Processed by the author. (2020)

The suitability between job skills and individual abilities is called person-job fit (Edwards, 1991, Lauver & Kristof-Brown, 2001 in Lim et al., 2019). Person-job fit works with the individual employee's ability to meet the demands for job skills. Hence, in work guidelines regarding job descriptions and positions are needed through OJK internal regulations regarding job descriptions.

This regulation was last published in 2017, while during the 2017-2020 period there have been 3 changes to the organizational structure on an OJK Wide basis. Thus, the current job descriptions are no longer fit with the latest organizational structures and positions.

The latest OJK internal provisions regarding job descriptions that do not include proficiency values on technical competencies and behavioral competencies affect the implementation of technical competency assessments and employee behavior. Although behavioral competency assessments have been carried out for several levels of positions, the assessment data is not displayed in the employee profile data because the data is incomplete. The data that has not been processed optimally is a disadvantage for OJK, because existing data cannot be converted into information needed by the organization.

Individual

Rothwell and Kazanas (1998) in Bansal & Tripathi (2017) state that the purpose of the Training Needs Assessment (TNA) is to close the gap between actual and desired situations by determining the results that place them in priority order and choosing which option is most important to close the gaps that are there. Needs analysis should be carried out at the individual level with a focus on how well the individual is fulfilling his / her job role and identifying training interventions that bridge performance differences and promote employee development (Leat et al., 1997)

The self-assessment of the TNA is used at the OJK to consider the ease of its preparation. Self-assessment is carried out because the organization considers employees themselves who understand the need for development of knowledge and skills, both soft skills and hard skills. In the making of the TNA which was carried out by means of a self-assessment, the informant said that the accuracy level of the TNA preparation was low, so an opinion was needed from his superiors whether this training was really needed. The self-assessment system for analyzing training needs involves the risk of unidentified actual needs, but it should be noted that assessments by others do not guarantee that actual needs are better identified (Eerde et al., 2008).

A systematic TNA development approach includes at least the determination of job requirements, the required skill level, and the current skill level of employees (Eerde et al., 2008). This statement is not in line with the TNA example for OJK employees below..

Table 5 Example of *Training Needs Assessment* on Employees

No	Name	Employee ID Number	Position Level	Position	Work Unit	Priority Developed Competence (Job Competence Refers To Competency Dictionary)	Topics According to Competence	Level*	
1	Fulan	04567	Head of Sub Section	Supervisor	Bank Supervision Directorate 2	1	Financial Services Supervision Sector (On Site Supervision)	Fraud Techniques and Approaches Mitigation in Credit and Market Risk	Intermediate
						2	Communication Skills	An effective, efficient, and hits the mark interview technique in a bank inspection	Intermediate

Source: Directorate of Human Resources Development and Assessment. (2020)

Table 5 shows TNA employees at the level of Head of Subdivision who daily work in the work unit of the Banking Supervision Department I. These employees are directed to improve the ability of

financial services sector supervision methods and communication skills based on the existing technical competency dictionary. Furthermore, the competency content adjusts to the competencies that need to be developed. At the training level, the employee is written at the intermediate level, but there is no explanation as to why the employee entered the middle level because the intermediate level should be in the technical competency dictionary. On the other hand, filling in TNA through the Learning Management System (LMS) also does not provide an explanation for the classification of employees entering levels 1 to 4. This has the potential to cause confusion for employees who fill out TNA through self-assessment, so employees must confirm the classification through Learning Partners. in his work unit. In fact, Learning Partners do not necessarily understand what competencies are needed by employees. Therefore, it is feared that employees will receive incomplete information about their level of training.

4. DISCUSSION

Factors Affecting the Preparation of Needs Assessments

Organizations as a whole and individuals in it need to explore problems, not only problems that are visible from the outside but also problems that exist within the organization (Alstchud&Eastmond, 2018). The implementation of training for OJK employees has so far not used the database on the results of the assessment of behavioral competencies and technical competencies. The implementation of the training still uses data from the employee self-assessment of the TNA preparation. So that in assessing the needs of human resource development, it is better if (1) motivation is needed, (2) there is relevance and displacement, (3) it creates repetition and active participation, (4) is based on fundamental principles, and (5) has positive feedback and reinforcement when implementation of human resource development programs (Berman et al. 2016) as described below:

Motivation

Motivation to take part in training is what makes a person want to gain new knowledge and/or skills. Interview data from respondents states that OJK employees who attended the training on average had high motivation in participating in the training, driven by the desire to increase the knowledge they previously had in their daily work. In principle, if someone has submitted their Individual Development Plan (RPI), it means that that person already has the motivation to take part in the training.

So far, resource persons from the Directorate of Human Resources Development and Assessment (DPAS) team have seen that the motivation of employees in participating in training has high enthusiasm. Especially if the training followed is relevant to daily work, the level of employee enthusiasm will be even higher. However, another resource person added that good motivation for participating in this training is sometimes not in line with the work activities of employees. When they are scheduled to take part in certain training, then it is canceled for reasons of work that cannot be left. Even when participating in training, employees can be called upon by their leaders to do work that is deemed to have a high urgency to be completed. This can make employees not focus on participating in training, so that employees may not absorb new knowledge to the fullest from the training.

Relevance and Transference

The training topics that have been prepared by the DPAS team are adjusted to the daily work of employees. The training was formulated through the Training Needs Assessment (TNA) and a training catalog was formed based on the TNA. The arrangement of a TNA that takes into account the daily

work needs of employees will increase employee motivation to attend training. The resource person added that he was happy to participate in the training if the training material was practical, in the sense that the material being followed could be applied, not just theory. In addition, the resource person also argued that employees need to know updates on the training topic in the industry so that employees not only know the problems that exist within the OJK but also problems that occur outside OJK.

Starting from March 2020, OJK has implemented a Work From Home (WFH) work system for all employees as an organizational effort to suppress the spread of the Covid-19 virus. This has an impact on changes in human resource development as training is carried out online. There are attempts to strive for online training to be carried out optimally, as said by the informants that although online training is different from face-to-face training, it is still trying to keep the effectiveness of the training 80% effective. The online training was conducted for 6 hours with the same amount of material. During the online training, resource people said that many employees who take part in the training are still burdened with their daily work, so that employees do not focus fully on training.

Repetition and Active Participation

In terms of understanding and mastering the material after training, it requires trial and error. Thus, it is only natural that after training employees need time to learn and master various things. Demonstration of material in training uses various methods in its delivery. Demonstration of material is often carried out using role plays, videos, presentations, and gamification. The resource person said that during the training, he had also used monopoly toys as a means of delivering material to find out how land control in Indonesia. Similar to the fit and proper test training, the training instructor uses role play by inviting the Board of Directors of the People's Credit Bank (BPR) in Bali as a resource. According to the sources, the active delivery of the material was felt to be more effective because in its implementation it was directly evaluated by the sources.

Delivering material that is carried out actively by involving participants and resource persons who are competent in their fields will directly make the training participants participate actively. The same is true of online training. In online training, discussions continue between participants who use the built-in features of the video conferencing application. Indirectly, this online training made participants who were nervous about speaking before become more active in expressing their opinions because they did not meet face to face.

Underlying Principles

In carrying out daily work, employees must understand the basic principles of their work. If employees already understand the basic principles of their work, it will certainly help them face the situations they have never faced before. Organizational learning is often a place to practice applying general principles in specific situations. In OJK, the main job description of employees is set out in the provisions regarding job descriptions. In addition, the duties and functions of the Directorate have also been outlined in the provisions concerning the organization of the OJK. Therefore, in carrying out their daily work, employees already have a formal reference.

In addition to training, presenting knowledge and skills can be done through a coaching process. Specific provisions regarding coaching have not been regulated in the OJK, it only states that coaching can be a method of developing human resources. The informant said that the arrangements regarding coaching were still in the planning stage. The informant also explained that the coaching that would be regulated in the new provisions was not designed for all employees.

Coaching itself is a transfer of knowledge in terms of technical work, not soft skills such as leadership. So far, the coaching process has actually been carried out at OJK through informal coaching. Another resource person said that the coaching process so far has not been carried out routinely, but carried out from the line manager who came down to lead or direct his subordinates in terms of carrying out tasks that had to be completed. Coaching like that has often been done through one on one discussions. Discussions related to difficulties in work and line managers provide input, so that employees' knowledge and skills in solving problems are more focused and honed. On the other hand, there is an opinion that if coaching is formally regulated, it will actually be more difficult to do because a regulation that has been formally regulated will result in an obligation for employees to report the results of the coaching.

Feedback and Positive Reinforcement

Feedback is needed to help direct training activities to the right direction. After the training, it is still common for OJK to use pre-test and post-test to determine the level of understanding of the participants. Sources said that the human resource development evaluation level at the OJK is still at level 1 and level 2 of Kirkpatrick's evaluation. Level 1 evaluates the implementation of training, such as how the atmosphere of the training class is, how the instructor delivers the material, and how the consumption is served to participants. For level 2 evaluation practice is carried out through pre-test and post-test to see how far the participants understand after attending the training.

The resource person also added that the training evaluation at OJK will enter level 3 this year, starting with the Leadership Development Program participants. Evaluation will be carried out after 3 months of the training which aims to monitor whether or not there is a change in the behavior of employees who attend the training. Level 3 evaluation is carried out by providing a questionnaire which is filled out by the line manager of the training participants and returned to the DPAS. In the OJK, a 360 degree evaluation cannot be carried out because the evaluation of colleagues is not yet entrenched, so that most evaluations are carried out by line managers to their subordinates. All training feedback and evaluation efforts conducted at OJK are aimed at providing positive reinforcement for human resource development.

5. CONCLUSIONS AND SUGGESTIONS

Needs assessment is the first stage carried out for human resource development. Through the needs assessment, employee profiles can be identified for employee mapping which is useful for mapping, one of which is human resource development. At the needs assessment stage, an analysis of the organization, tasks and individuals is carried out, at each of these levels a comprehensive needs assessment is carried out to obtain data as a basis for human resource development.

Organizational analysis is carried out to determine where and under what conditions training and human resource development efforts are required. The goal of the OJK organization for human resource development in 2021 is that the training program at OJK must be massive, go digital, and encourage self-learning. To achieve this goal, OJK must optimize the implementation of training, so that a needs assessment is needed based on the competency gap that exists in employees.

In the task analysis, OJK already has provisions regarding job descriptions that describe the function of the position and its main duties. However, the job description has not accommodated the

need for proficiency value on technical competencies as a measure of the level of ability or mastery of these competencies. In addition to technical competence, there are behavioral competencies that have been assessed for employees with the level of head of subdivisions and above. However, the assessment of behavioral competencies has not been carried out for all employees, so the results of the assessment of technical competencies have not become the main basis for preparing the TNA for the implementation of training for all employees.

At OJK, individual analysis can be done through the preparation of an Individual Development Plan (RPI) based on discussions with employees. Technically, the RPI is an effective human resource development plan, but in its implementation there are still few employees who understand the function of the RPI because the employees do not fully understand the function of the RPI which is filled out by self-assessment. The preparation of the RPI is similar to filling the needs of the TNA which is also carried out by means of a self assessment. Self-assessment needs assessment has low accuracy because there is no definite measure of the actual employee competency gap. Thus, the implementation of training is carried out based on TNA data and then reconfirmed by the DPAS to the work unit whether the employee can attend the training or not, it also depends on the granting of permission to attend training by the leadership or line manager.

Through a needs assessment, an employee mapping at the OJK can be prepared to determine the competency profile of each employee which is useful not only for employee promotion purposes but also in terms of employee competency development. Through the employee competency profile, it can be seen that the gap between the competencies required by the job and the competencies of existing employees. Therefore, in needs assessment there are also factors that influence the assessment of human resource development needs, including motivation, relevance and transference, repetition and active participation, fundamental principles. (underlying principles), and positive feedback and reinforcement (feedback and positive reinforcement). From these five factors, it can be seen that the implementation of employee training is indeed important for human resource development in OJK. Thus, strengthening the database in the needs assessment is necessary so that the TNA preparation process for training implementation becomes more focused and optimal.

Suggestions relating to OJK's efforts in conducting a needs assessment, are :

- a. Making the latest provisions regarding job descriptions that contain the values of behavioral competency proficiency and technical competences in each job and position level.
- b. Conducting an assessment or assessment of technical competence and behavioral competence for all employees.
- c. Completing the provisions regarding the Group of Potential Employees (talent management).
Through these provisions, OJK can have a map of which employees have high potential and low

potential. Therefore, in the future, human resource development can be carried out based on the existing talent map.

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