

Trainer Competence in Learning Management at Social Welfare Education and Training Centers

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Abstract

Purpose: This study aimed to describe the learning management competency of Widyaiswara at the Social Welfare Education and Training Center of the Ministry of Social Affairs, Republic of Indonesia.

Research Methodology: This study employed a descriptive qualitative approach. Data were collected through observations, interviews, and document analysis. Informants were selected using snowball sampling, and data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña.

Results: The findings show that the Social Welfare Education and Training Center of the Ministry of Social Affairs has implemented learning management competencies required by Widyaiswara in planning, preparing, implementing, and evaluating learning activities based on Widyaiswara Competency Standards. Widyaiswara demonstrated competence in developing learning plans, delivering training, applying adult learning principles, and conducting evaluations.

Conclusion: Widyaiswara prepared the *Garis-Garis Besar Program Pembelajaran* (GBPP) or Learning Program Outline and *Satuan Acara Pembelajaran* (SAP) or Learning Session Plan by adapting Ministry of Social Affairs materials to participants' needs. Learning activities emphasized participant engagement through questioning techniques and intrinsic motivation. Evaluation was conducted through systematic preparation and implementation of pre-tests and post-tests.

Limitations: This study focused only on learning management competency and did not examine substance, personality, and social competencies. Informants were limited to one training center and did not include regional training centers.

Contributions: This study provides recommendations for institutions and policymakers to improve training management, strengthen Widyaiswara competency development, and enhance the quality of education and training programs.

Keywords: *Learning Management Competence, Ministry of Social Affairs, Social Welfare Education, Widyaiswara Competence*

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1. Introduction

At the Center for Education and Training for Social Welfare of the Ministry of Social Affairs, there are 20 instructors (Widyaiswara), consisting of 6 principal instructors, 4 senior instructors, 3 junior instructors, 2 first-level instructors, and 5 prospective instructors. These data and conditions, when linked to the Regulation of the Minister of State Apparatus and Bureaucratic Reform of Indonesia Number 22 of 2014, indicate that Widyaiswara competencies include the expertise, skills, and abilities required to perform their functional roles. These competencies encompass learning management, content mastery, personality, and social competencies, with supporting sub-competencies in learning management covering the preparation of the outline of the learning program and instructional design for education and training subjects as well as lesson plans, the organization of teaching materials, the application of adult education principles, active and effective engagement of participants, and the evaluation of learning outcomes. [Hamzah \(2017\)](#), emphasizes that Widyaiswara competencies in learning management require primary attention and appropriate solutions to ensure participant satisfaction in education and training programs. This attention is echoed in more recent trainer competence research more broadly, which finds that trainee involvement and the pedagogical delivery skills of trainers materially shape how well training content is assimilated by participants ([Andoh, Mensah, & Owusu, 2022](#)).

This focus on Widyaiswara competencies in learning management has generated various debates from both conceptual and contextual perspectives. From a conceptual standpoint, previous research by [Rani, Mahmud, Naro, and Ismail \(2022\)](#) demonstrated that the learning management variable of Widyaiswara has a positive and significant influence on the quality of educational services at the Geological Training Center in Bandung. This finding is consistent with [Siahainenia \(2014\)](#) study, which reported a significant effect of training management competencies on learning success at the Regional Training Agency of West Java Province. Further supporting evidence was provided by [Khairany \(2023\)](#), who found that the level of competency in learning management is directly associated with the success of Widyaiswara, either independently or through education and training programs at the Regional Human Resources Development Agency of Central Java Province. Comparable findings from other Indonesian training institutions reinforce this pattern, with professional competence and self-efficacy shown to shape Widyaiswara performance through work motivation as a mediating pathway ([Harahap & Pogo, 2023](#)) and with structured competency development programs at sector-specific training centers found to strengthen the quality of instruction delivered to civil servants ([Setyawati, Asropi, & Rajab, 2024](#)).

On the other hand, despite the relevance and strength of existing research on Widyaiswara competencies in learning management, [Huda \(2018\)](#) and [Suryani, Febriani, Yuherman, Widia, and Wulandari \(2022\)](#) found that although Widyaiswara competencies in learning management generally comply with the Regulation of the Head of the National Institute of Public Administration Number 5 of 2008, several Learning Program Outlines still do not include reference components related to learning materials, particularly in technical and functional education and training programs.

From a contextual perspective, [Huda \(2018\)](#) observations of Widyaiswara abilities in managing training and learning activities reveal several persistent issues. The pedagogical approach is still applied rather than an andragogical approach, which is influenced not only by the Widyaiswara but also by the passive responses of training participants during the learning process. Learning activities are sometimes monotonous, limited to material descriptions delivered through lectures. In learning planning, such as the preparation of learning program outlines or instructional design frameworks, references related to the learning materials are often not included, and the use of learning media is suboptimal, for example when PowerPoint presentations are reduced to text-heavy bullet points, whereas PowerPoint should function to highlight key discussion points that are then elaborated upon by the presenter. Based on the above background as well as the identified conceptual and contextual issues, the novelty of this study lies in its specific and focused examination of Widyaiswara competencies in learning management at the Social Welfare Training Center of the Ministry of Social Affairs.

The competency-based approach to education and training is appealing in terms of common-sense reasoning and the persuasive power of its discourse ([Hodge, Mavin, & Kearns, 2020](#)). Competence is a favorable and modern term; everyone supports standards, and no one supports incompetence ([Edwards, 2016](#)). [Klieme and Hartig \(2008\)](#) argue that the use of the term competence in the social sciences has three independent origins, namely Weberian sociology, Chomsky linguistic theory, and the functional-pragmatic tradition. This conceptual breadth continues to shape how competency-based training is designed and evaluated internationally, as recent qualitative work integrating structured competency-based approaches into university and professional curricula has shown, whether through role-play and feedback based training models applied in clinical psychology programs ([Ndeezi, Pedersen, Alipanga, Luberenga, Kohrt, & Kasujja, 2024](#)) or through case studies of how vocational teachers reinterpret their professional identity when a competency-based curriculum is introduced ([Lin, Lee, & Ye, 2024](#)).

[Klieme and Hartig \(2008\)](#) explain that the functional-pragmatic tradition in American psychology, which has developed since the late 1950s, aims to move beyond behaviorism and psychometric research on intelligence. In Weber perspective, competence refers to legal responsibility accompanied by appropriate enforcement mechanisms, whereas in linguistics and psychology, competence is understood as the capacity and readiness to perform.

Minister of Administrative and Bureaucratic Reform Regulation Number 22 of 2014, Chapter I, Article 1, paragraph (2), defines the functional position of Widyaiswara as a position assigned with duties, responsibilities, and authority to educate, teach, and train Civil Servants. These duties include the implementation of Civil Servant education and training, the assessment and development of education and training programs, as well as education and training activities in the field of government conducted at education and training institutions. Furthermore, Article 1 paragraph (3) stipulates that a Widyaiswara is a Civil Servant appointed as a functional official who holds the responsibilities, obligations, authority, and rights to carry out Civil Servant education and training activities, assessment processes, and the development and production of education and training programs within government education and training institutions ([Commeys, Kock, & Hattingh, 2020](#)).

According to the Regulation of the Head of the National Institute of Public Administration Number 5 of 2008, learning management competence is defined as the ability of Widyaiswara to prepare, design, implement, and evaluate learning activities. Widyaiswara are required to develop Learning Program Outlines and Lesson Plans, for which they must be able to prepare concise summaries, determine the objectives of education and training programs, design learning exercises aligned with the objectives of the education and training subjects taught, determine subject matter and subtopics, and allocate appropriate time for each learning activity. Widyaiswara must also have the capacity to organize teaching materials in a systematic manner, develop teaching materials based on learning objectives, and select appropriate role models that align with the learning context. In applying adult learning principles, Widyaiswara are expected to clearly communicate general and specific learning objectives, deliver learning materials consistently in accordance with the learning plan, actively participate in and facilitate the learning process, and manage the classroom effectively, an expectation strongly aligned with contemporary andragogical scholarship emphasizing that adult learners engage most effectively when instruction is grounded in their prior experience and self-directed motivation ([Clair, 2024](#); [Nga, & Cherrington, 2022](#)).

Beyond preparing materials and applying adult learning principles, Widyaiswara must also be able to actively and efficiently engage with participants through effective communication strategies and the skillful use of instructional tools according to the learning situation ([Kolhekar, Shah, & Jadjav, 2021](#)). They are expected to inspire participants' learning motivation by identifying participants' interests in the topics being discussed, implementing learning methods and approaches that are appropriate to participants' conditions and the learning materials, and providing opportunities for participants to express feedback and arguments. Finally, Widyaiswara must assess participants' comprehension and absorption of learning content in accordance with the recommended sub-competency indicators. Evidence from other Indonesian training centers similarly links the professional competence of

instructors directly to the learning outcomes achieved by participants, reinforcing the practical stakes of this competency framework ([Wibowo & Hartono, 2022](#)).

2. Research Methodology

Research on trainer and instructor competence within public sector training institutions has expanded considerably in recent years, offering a broader empirical backdrop against which the present study's focus on Widyaiswara learning management competence can be situated. A recurring finding across this literature is that trainer effectiveness cannot be reduced to subject matter mastery alone, but depends substantially on pedagogical delivery skills, participant engagement strategies, and the transfer of training content into practice. Survey evidence from workplace training settings shows that trainee involvement and the trainer's use of body language significantly shape how well training content is assimilated, whereas the trainer's delivery style and use of visual aids alone do not reliably predict assimilation ([Andoh, Mensah, & Owusu, 2022](#)). Complementary research on training transfer similarly finds that the tools and techniques organizations use to reinforce learning after a training event, rather than the training event itself, often determine whether new competencies are actually applied on the job.

Within the Indonesian public sector specifically, a growing body of literature has examined Widyaiswara competence from multiple angles. Competency development initiatives at sector-specific training centers, such as those focused on electricity and renewable energy human resources, have been documented to strengthen the alignment between Widyaiswara capability and institutional training mandates ([Setyawati, Asropi, & Rajab, 2024](#)). Other studies link Widyaiswara professionalism to psychological and motivational mechanisms, finding that self-efficacy and competence jointly predict professionalism through the mediating role of work motivation, while still others trace a direct relationship between the professional competence of Widyaiswara and the learning outcomes achieved by training participants in regional training centers ([Wibowo & Hartono, 2022](#)). This literature also documents the broader policy pressure on Widyaiswara to adapt following disruptions to conventional training delivery, with post-pandemic scholarship asking pointedly what direction competency development for the Indonesian civil apparatus should take once established classroom-based training routines were destabilized. Parallel research on civil servant competency development in other human resource development and personnel agencies reinforces the conclusion that structured, institution-led development pathways remain central to strengthening public sector training capacity more broadly.

A second strand of literature addresses the adult learning and andragogical foundations that underpin trainer competence in learning management. Contemporary reappraisals of andragogy continue to affirm its foundational status for designing instruction that responds to adult learners' self-direction, prior experience, and practical orientation, even as the model has drawn substantial critique over recent decades ([Clair, 2024](#)). Comparative research applying an andragogical lens to lecturers' professional development needs illustrates how the same principles found in Widyaiswara competency standards, namely responsiveness to learners' experience and context, generalize across very different national training systems ([Nga & Cherrington, 2022](#)). More applied work extends these principles into digital delivery formats, finding that e-learning implementations grounded in andragogical design principles can preserve the self-directed, experience-based character of adult learning even when instruction moves outside the traditional classroom ([Sari, Wahyudin, & Rusman, 2024](#)).

A third strand concerns competency-based education and training more broadly, situating Widyaiswara competency standards within an international movement toward defining and assessing practitioner competence explicitly. Qualitative inquiries into the integration of structured, feedback-driven competency-based training into university curricula show that role-play and structured feedback can standardize competence levels effectively, provided sufficient training time is allocated to build educator and supervisor confidence in the approach ([Ndeezi et al., 2024](#)). Case study evidence from vocational education further shows that the introduction of a competency-based curriculum reshapes how teachers themselves understand their professional identity and teaching practice, a

transformation that is often uneven and contested rather than automatic ([Lin, Lee, & Ye, 2024](#)). Curriculum development research specifically targeting learning management training for teachers reinforces this picture, demonstrating that competency-based training curricula built around structured group learning and role-play methodologies can measurably enhance instructors' design knowledge and understanding ([Klomim & Kuayngern, 2023](#)).

Finally, a fourth strand of relevant literature concerns the qualitative research methodology adopted in this study, particularly its use of snowball sampling. Recent methodological scholarship cautions that snowball sampling, while valuable for reaching informants who are difficult to identify in advance, carries risks that researchers must actively manage, including the possibility that referred participants misrepresent themselves or their qualifications during data collection ([Sefcik, Hathaway, & DiMaria-Ghalili, 2023](#)). This methodological literature does not undermine the value of snowball sampling for institutional case studies such as the present one, where informants are identified through their direct involvement in Widyaiswara learning management practice, but it does underscore the importance of triangulating informant accounts against documentary evidence such as the Learning Program Outlines and Lesson Plans examined in this study. Broader training effectiveness research employing mixed and case-based methods, such as evaluations of how training influences employee performance in university and public sector settings, similarly emphasizes that triangulating multiple data sources strengthens confidence in qualitative findings of this kind.

This study employs a descriptive research method with a qualitative approach. [Wekke \(2022\)](#) defines descriptive research as a data collection process that provides a depiction or description of a concept or phenomenon and answers questions regarding the current status of the research topic. Accordingly, this study adopts a qualitative analytical approach. [Subhaktiyasa \(2024\)](#) further explains that qualitative methods focus on understanding individuals and identifiable patterns to generate meaningful data from written or spoken sources, which are collected through observation, interviews, and document analysis. The data collection methodology in this study follows three main stages, namely entering the research setting, engaging within the research field, and recording the data. Data collection was conducted by the researcher using two techniques proposed by [Sugiyono \(2019\)](#), namely observation, in which the researcher observes actions and interprets the behavior of the research subjects, and interviews, which aim to obtain in-depth information from participants based on their understanding of specific situations and phenomena.

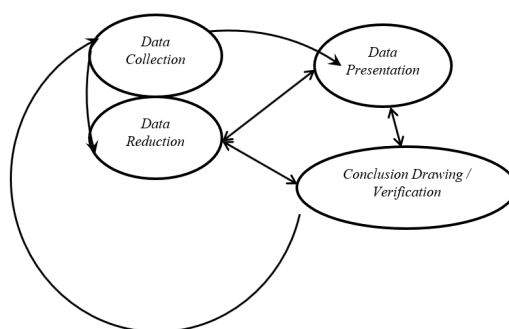


Figure 1. Components of the interactive data analysis model

The selection of data sources was carried out using a snowball sampling technique, whereby subsequent informants were identified based on information obtained from previous informants. Consequently, at the initial stage of the research, the researcher was unable to determine in advance the exact number or identity of informants to be included in the study ([Neuman, 2013](#)). As recent methodological literature on snowball sampling cautions, this approach requires the researcher to remain alert to the possibility that referred informants may misrepresent their role or involvement, which in the present study was mitigated by cross-checking informants' accounts against Learning Program Outline and Lesson Plan documentation held by the Center ([Sefcik et al., 2023](#)). The data analysis procedure applied in this study follows the interactive model developed by [Pirinen \(2015\)](#), as illustrated in Figure 1.

Figure 1 illustrates the interactive cycle of the data analysis model used in this study. Data Collection and Data Reduction are interconnected processes, where collected information is continuously filtered and transformed into meaningful summaries. The reduced data are organized through Data Display to provide a clear representation of findings. Conclusion Drawing and Verification are conducted iteratively to ensure that the findings are supported by consistent and credible evidence. The circular relationship among the four components reflects the continuous analytical process throughout the research.

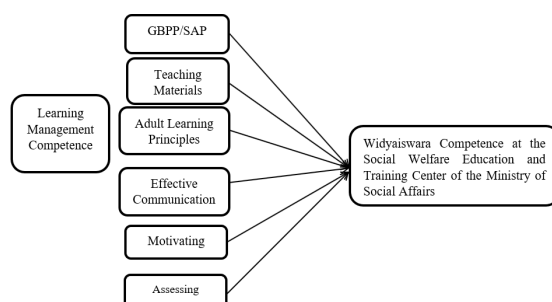


Figure 2. Research conceptual framework

Figure 2 maps the conceptual structure connecting Learning Management Competence, on the left, to the six sub-competencies through which it is operationalized in this study, namely the preparation of Learning Program Outlines and Lesson Plans, the development of teaching materials, the application of adult learning principles, effective communication, motivating participants, and assessing learning outcomes. Each of these six sub-competencies is shown converging on the right-hand construct, Widyaiswara Competence at the Social Welfare Education and Training Center of the Ministry of Social Affairs, indicating that this overall competence is treated in the study as the composite outcome of the six underlying practices rather than as a separate, independently measured variable. This framework directly structures the presentation of findings in the Results and Discussion section below, which addresses each of the six sub-competencies in turn.

3. Results and Discussion

3.1 Preparation of GBPP and SAP

[Suparman \(1997\)](#) explains that GBPP contains learning objectives, materials, instructional procedures, time allocation, and evaluation indicators that guide the learning process. Findings from observations, interviews, and document analysis at the Social Welfare Education and Training Center of the Ministry of Social Affairs show that Widyaiswara utilize GBPP and SAP as references for preparing learning tools and implementing training programs. These documents are continuously adjusted based on participant needs, evaluation results, time allocation, and available facilities to improve learning effectiveness, consistent with evaluation-based curriculum development practices ([Klomim & Kuayngern, 2023](#)).

3.2 Developing Teaching Materials

[Lastri \(2023\)](#) states that in this context, Widyaiswara are required to develop teaching materials that enhance the effectiveness of training programs while remaining aligned with predetermined learning objectives. Based on observations and interviews with informants, the researcher found that the teaching materials used in training programs at the Social Welfare Education and Training Center of the Ministry of Social Affairs are primarily developed by the central module development team. This practice is closely related to the institutional mandate of the Social Welfare Education and Training Center. The teaching materials are derived from official training modules and supplemented with additional references that are adjusted to the learning content relevant to the education and training programs delivered by Widyaiswara. By utilizing module-based materials complemented by relevant references aligned with specific training subjects, Widyaiswara are able to comprehend the full scope of current informational content and facilitate meaningful and productive learning experiences, while consistently adhering to the established learning objectives.

3.3 Implementing Adult Learning

[Mau, Saenom, Martha, Ginting, and Sirait \(2022\)](#) explain that adult learning is an initiative aimed at enhancing individual capacity, voluntarily undertaken by learners and not intended to become their primary activity. Based on observations and interviews, it was found that the implementation of adult learning principles is adjusted to the time allocation of education and training programs. For training programs with shorter durations, particularly those covering regulatory-related materials, learning activities are predominantly delivered using interactive lecture methods. In contrast, training programs with longer time allocations employ more varied learning processes, incorporating activities such as games and interactive exercises to enhance participant engagement. This time-sensitive calibration of andragogical technique is consistent with recent adult learning scholarship, which finds that andragogical principles retain their self-directed, experience-based character across delivery formats provided instructional design is deliberately adapted to the format and duration available ([Sari, Wahyudin, & Rusman, 2024](#); [Clair, 2024](#)).

3.4 Applying Effective Communication

Findings from observations and interviews indicate that effective communication is actively applied at the Social Welfare Education and Training Center of the Ministry of Social Affairs during education and training activities. This includes the use of questioning techniques to further explore participants' awareness and engagement throughout the learning process, as well as the collection of information regarding participants' prior experiences before learning activities are conducted individually or in group settings.

3.5 Motivating Training Participants

Based on observations and interviews, it was found that motivating training participants primarily involves stimulating intrinsic motivation. In addition, other motivational strategies include the use of ice-breaking activities, energizers, role-playing, and simulations. These approaches are employed to foster enthusiasm, maintain participant engagement, and support an active learning atmosphere throughout the education and training process.

3.6 Evaluating Education and Training Learning

Based on observations and interviews with informants, it was found that learning evaluation is conducted through questions designed to assess the extent to which participants understand the learning content during the education and training process. In addition, observations are made of participants' outputs produced during the learning activities to understand their competencies and learning progress. Regarding pre-test and post-test evaluations, Widyaiswara are responsible only for developing the test items, while the implementation and processing of evaluation results are carried out by the education and training organizers.

4. Conclusions

4.1 Conclusion

The findings indicate that Widyaiswara prepare GBPP and SAP containing training objectives, materials, methods, media, and evaluation indicators as guidelines for learning implementation. Training materials are adapted from central modules and adjusted to participant needs, time allocation, and available facilities based on adult learning principles. Widyaiswara engage participants through interactive questioning and encourage intrinsic motivation. Evaluation is conducted through a process-based approach, with Widyaiswara preparing assessment instruments such as pre-tests and post-tests, while the training committee manages their implementation and data processing.

4.2 Research Limitations

This study has several limitations. The research focuses only on learning management competence as one aspect of Widyaiswara competence and does not examine other dimensions, such as substantive, personality, and social competencies. In addition, the study was conducted only at the Social Welfare Education and Training Center of the Ministry of Social Affairs, so the findings may not fully represent training centers in other regions.

4.3 Suggestions and Directions for Future Study

Future studies are recommended to examine Widyaiswara competence more comprehensively by including substantive, personality, and social competencies. Further research may also involve multiple Social Welfare Education and Training Centers across different regions and apply comparative approaches to obtain broader insights into learning management practices and trainer competency development.

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