

ABSTRAK

Suriya Jaya. Studi Manajemen Implementasi Kurikulum Diklat Kepemimpinan di Lembaga Badan Pengembangan Sumber Daya Manusia Provinsi Sumatera Utara.

Penelitian ini bertujuan menemukan: (1) manajemen implementasi kurikulum diklat kepemimpinan di Lembaga Badan Pengembangan Sumber Daya Manusia Provinsi Sumatera Utara; (2) membangun *existing model* dan *hypothetical model* manajemen implementasi kurikulum diklat kepemimpinan di Lembaga Badan Pengembangan Sumber Daya Manusia Provinsi Sumatera Utara, menggunakan metode kualitatif. Teknik pengumpulan data menggunakan wawancara, observasi, studi dokumen, analisis data menggunakan model interaktif Miles dan Huberman, pemeriksaan keabsahan data berdasarkan Lincoln dan Guba. Penelitian menemukan: *Pertama*, perencanaan implementasi kurikulum dilakukan tahap institusi dan tahap kelas. Tahap institusi melibatkan kepanitiaan, melakukan kordinasi, komunikasi, konsultasi, sosialisasi, *TOF (Training Of Facilitator)* bagi widyaiswara. Tahap kelas melibatkan widyaiswara mempersiapkan perencanaan pembelajaran mengacu kurikulum LAN-RI tahun 2013. *Kedua*, kepanitiaan diberi tugas ketatalaksanaan, administrasi persuratan, keuangan. *Ketiga*, implementasi kurikulum dilakukan tahap institusi dan tahap kelas, tahap institusi disertai pengarahan persiapan pembukaan diklat, tahap kelas pengarahan program, belajar-mengajar, *visitasi self mastery, benchmarking to best practice*, peserta diklat menjalankan peran adopsi dan adaptasi, widyaiswara peran inspirasi, panitia peran fasilitasi. *Keempat*, evaluasi implementasi kurikulum dilakukan tahap institusi dan tahap kelas. Evaluasi tahap institusi dilakukan terhadap hasil evaluasi proyek perubahan peserta diklat, *organizational control* LAN RI terhadap penyelenggaraan diklat berbentuk *feedback control*, tahap kelas evaluasi rancangan inovasi dan manajemen perubahan peserta diklat. *Kelima*, *hypothetical model* yang dibangun merekomendasikan alternatif perencanaan perlu diperbaiki, implementasi perlu diperkuat, evaluasi implementasi kurikulum yang perlu diperluas, manajemen implementasi kurikulum konsisten dan sinergi di semua tingkatan. Implikasi teoretisnya memperteguh pandangan Terry dan W Rue, Daft, Williams, tentang perlunya sikap konsisten dan sinergi pada pekerjaan perencanaan, namun penelitian ini menemukan bahwa sikap konsisten dan kerjasama sinergi diperlukan bukan hanya pada perencanaan saja, melainkan pada implementasi, dan evaluasi implementasi kurikulum.

Kata kunci: Manajemen, Implementasi Kurikulum, Pendidikan dan Pelatihan Kepemimpinan.

ABSTRACT

Suriya Jaya. Management Study of Leadership Training Curriculum Implementation at the Human Resources Development Agency of North Sumatra Province

This study aims to find: (1) Management of Leadership Training Curriculum Implementation at the Human Resources Development Agency of North Sumatra Province; (2) build existing models and hypothetical models of management implementation of the leadership training curriculum at the Human Resources Development Agency of North Sumatra Province, using qualitative methods. Data collection techniques used interviews, observation, a document study, data analysis using the interactive model of Miles and Huberman, checking the validity of the data based on Lincoln and Guba. The study found: First, planning the implementation of the curriculum was carried out at the institutional stage and the classroom stage. The institutional stage involves the committee, coordinating, communicating, consulting, socializing, TOF (Training of Facilitators) for widyaiswara. The class stage involved widyaiswara preparing a lesson plan based on the 2013 LAN-RI curriculum. Second, the committee was divided into management, correspondence administration, and financial tasks. Third, the implementation of the curriculum is carried out at the institutional stage and the class stage, the institutional stage is accompanied by directing the preparation for the opening of the training, the class stage of program briefing, teaching-learning, self-mastery visitations, benchmarking to best practice, training participants carry out the role of adoption and adaptation, widyaiswara role of inspiration, committee facilitation role. Fourth, the evaluation of curriculum implementation is carried out at the institutional stage and the class stage. Evaluation of the institutional stage is carried out on the results of the evaluation of training participants' change projects, LAN RI organizational control on the implementation of training in the form of feedback control, the class stage evaluation of innovation design, and change management of training participants. Fifth, the developed hypothetical model recommends planning alternatives that need to be improved, implementation needs to be strengthened, evaluation of curriculum implementation needs to be expanded, management of curriculum implementation is consistent and synergy at all levels. The theoretical implications reinforce Terry and W Rue, Daft, Williams's, regarding the need for a consistent attitude and synergy in planning work, however, this study finds that a consistent attitude and synergy cooperation are needed not only in planning but also in the implementation and evaluation of curriculum implementation.

Keywords: Management, Curriculum Implementation, Leadership Education and Training.