JURNAL ADMINISTRASI PENDIDIKAN

IMPLEMENTATION OF BLENDED LEARNING IN THE SKK MIGAS EMPLOYEE MANAGERIAL DEVELOPMENT PROGRAM

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A B S T R A C T S

The purpose of this paper is to describe the managerial development of the SKK Migas employee program in implementing blended learning. This study uses a qualitative approach with consideration of the emphasis on observing conditions or phenomena and more research on the substance of the meaning of the conditions or phenomena. The implementation of blended learning is divided into several stages, 10% Self learning / Reading, Virtual Course, 20% Coaching & Mentoring and 70% Final Project Assignment. Through the concept and managerial development program (blended learning) provided, it is expected that the increase in the capacity of the Organization, especially for SKK Migas personnel, can be realized. Blended Learning can be used as one way of learning and developing employees in the VUCA era (Volatility, Uncertainty, Complexity, Ambiguity), where strategic planning in a business is very necessary. The organization needs an adaptive team with good managerial competency qualifications and adequate experience and skills.

Keyword: Blended Learning, Managerial Devlopment, SKK Migas.

1. INTRODUCTION

Every company/agency must have its own strategy in developing and/or improving employee competency. The competency that will be targeted will be adjusted to the needs of the related employees, while the competencies that are generally possessed by each company/agency include at least managerial competency and technical competency. But what is actually meant by competency itself?

Competency is a characteristic that underlies a person and is related to the effectiveness of individual performance in their work (an underlying characteristic's of an individual which is causally related to criterion - referenced effective and or superior performance in a job or situation) (Chouhan and Srivastava, 2014).

Interestingly, competency itself has characteristics including motives, traits, self-concept, knowledge & skills (Wijayanto and Riani, 2021). Based on this explanation, if we can understand the essence of competency and its relationship to human development programs which in this case are employees in a company/agency, this will be a long-term human resource investment. We cannot deny that human resources (HR) currently have an important role, this is further strengthened by the entry of the VUCA era (Volatility, Uncertainty, Complexity, Ambiguity), where strategic planning in a business is very necessary.

Organizations need adaptive HR as well as adequate experience and skills, it is no wonder that HR development is increasingly being promoted (Jackson et al., 2014). Returning to the point of competence itself, SKK Migas has qualified competence into 3 (three) types, including Core Competence, Managerial Competence and Technical Competence. First, core competence is a character that must be possessed by employees who will and are working at SKK Migas related to the culture and values of the Organization. Second, Managerial Competence is a character that must be possessed and mastered by Employees to be able to work optimally at their position level (structural or professional). Managerial Competence also has 3 (three) categories, including: Personal, Interpersonal and Leadership. Third, Technical Competence, namely the character of values/knowledge that must be possessed and mastered by Employees to be able to work optimally according to the duties and functions at their position level. This competence has 24 (twenty-four) scientific clusters.

Talking further about competence, SKK Migas supports the government's vision in the context of 76 years of Indonesian independence with the tagline Indonesia Tangguh and Indonesia Tumbuh. Aware of the importance of this vision, SKK Migas also focuses on developing the human resources within it because currently the valuable assets owned by SKK Migas are the human resources within it. Making human resources resilient and growing is not an instant thing, a multi-method approach is also carried out starting from providing coaching and mentoring, providing training to implementing exposure which is expected to improve the quality of the human resources themselves.

In 2020, SKK Migas is committed to again improving the competence of its employees so that they are more agile and able to compete and adapt with other human resources and have more selling value than before. For this, SKK Migas is approaching employee development through the managerial competencies they have. Every period, SKK Migas always conducts competency assessments for its employees and this is where we start from the assessment results. Realizing that each employee has different competency gap fulfillment makes us increasingly focused on managing and developing HR (employees). Developing HR can be done by using the existing 10:20:70 learning method. The classic

development model (in class) provided is considered unable to maximize employee potential, so an approach with a blended learning model is carried out.

2. RESEARCH METHODS

The method used by the author in this study is a qualitative approach with consideration of the emphasis on observing conditions or phenomena and more research on the substance of the meaning of the conditions or phenomena. The author also developed the theory used with the case study owned. This research is descriptive because it is expected to be able to provide a detailed, systematic, and comprehensive picture of the blended learning program managerial development program at SKK Migas.

The stages of the research carried out are (library research) aimed at studying, researching, and tracing primary data in the form of Rules and/or decisions, Books or literature, Scientific papers and Research Journals Literature (library research) in the form of secondary data, namely materials that are closely related to primary data materials and can help analyze and understand primary data materials such as competency assessment results. Literature (library research) in the form of tertiary data that can provide information about primary and secondary data materials. In this case, in the form of a competency dictionary, an Indonesian dictionary related to the problem the author raises. The data collection technique that will be used is through document studies by collecting and analyzing primary and secondary data regarding the research object in this paper.

3. RESULTS AND DISSCUSION

3.1 Results

In order to implement the blended learning program carried out by SKK Migas in developing employee managerial competencies, the approach taken to realize it is through Maxwell's Theory of The 5 Levels of Leadership (Maxwell, 2014). In Mawell's theory, he classifies the stages of a leader's development into 5 levels as shown in **Figure 1** below.
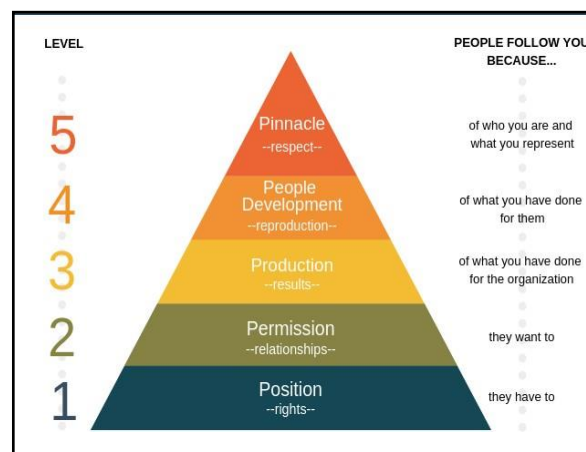

Figure 1. The 5 Levels of Leadership (source: https://pimtar.id/books/the-5-levels-of-leadership/9925a5704dc62c44200030894?page=2)

The first level of leadership is position. Leadership based on position relies on the position held to build influence over others. A leader who only relies on position is not a leader, but only a boss (Kotter, 2017).

The second level of leadership is permission (willingness) which arises from relationships with others. In other words, leaders can get others to do what they want because they like it. At this level, leaders have the goal of getting to know their team, building lasting relationships, and building trust (Drescher, 2014).

The third level of leadership is production (productive). Effective leaders will not stop at just creating a comfortable work environment, but they will do something for the organization. When others follow you because of what you have done for the organization, then you have reached the third level (Senge, 2017).

The fourth level is people development (development of others), which leaders can achieve when they are able to empower others. They use their position, relationships with others, and productivity to develop the potential of others (Sharma and Kirkman, 2015).

The fifth level is the peak level. Leaders at the fifth level develop others to the fourth level. Leaders at this level not only make others become pleasant and productive leaders, but also become leaders who are able to develop other leaders (Goleman, 2016).

If you look at the characteristics of the leadership type above, this is needed by leaders and/or prospective leaders in an organization/agency, in other words, a true leader is not only someone who is successful for himself but also successful for others who he develops into future leaders and are able to do the same as previous leaders. These 5 levels of leadership are not prerequisites for the exam to become a leader, they must be owned and must not be abandoned if this prospective leader continues to the next stage because this level is like a pyramid where the base level is the foundation and the top level is the peak.

Based on the Maxwell Theory approach, SKK Migas sees the suitability of the competencies possessed with the intended leadership concept. The competencies currently possessed by SKK Migas are as visualized in **Figure 2** below.
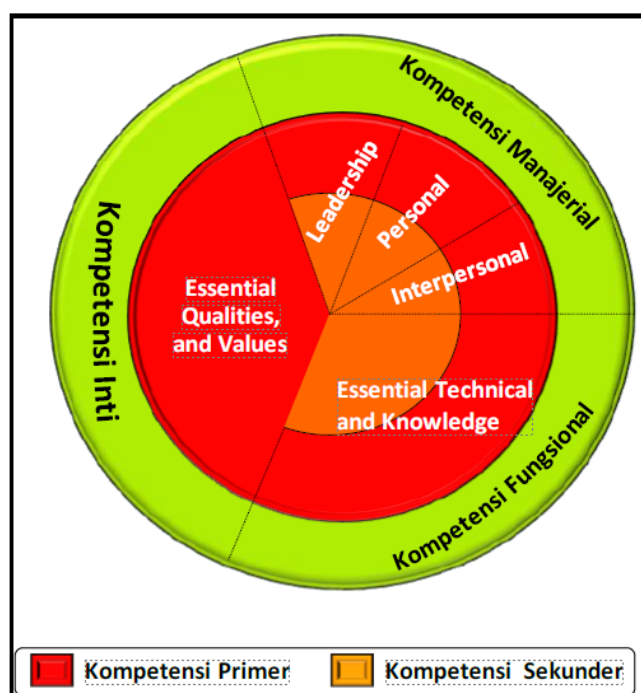

Figure 2. Competencies applicable at SKK Migas

There are three competencies that SKK Migas has. The three competencies are, first, core competency is a character that must be possessed by employees who will and are working at SKK Migas related to the culture and values of the Organization. This competency reflects the values that must be possessed by all SKK Migas employees and reflects the core values of SKK Migas, namely PRUDENT (Professional, Responsible, Unity in Diversity, Decisive, Excellent, Nation Focus, Trustworthy). Second, Managerial Competence is a character that must be possessed and mastered by Employees to be able to work optimally at their position level (structural or professional).

Managerial Competence also has 3 (three) categories, including: Personal which includes competencies related to the individual's ability to demonstrate the expected behavior at work, Interpersonal which includes competencies related to the development and maintenance of productive relationships between individuals and between groups to achieve goals and Leadership which competencies related to helping individuals, teams and work groups achieve work goals.

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This competence has 24 (twenty-four) scientific clusters consisting of Geology, Geophysics, Petrophysics, Drilling Engineering, Reservoir Engineering, Production Operations, Production Technology, Reliability & Maintenance, Surface Facilities, Health, Safety and Environment, Petroleum Economics & Strategy, Accounting, Finance & Risk Management, Audit, Asset, Logistics & Supply Chain Management, Human Resources Information Technology, Communication, Legal, Administration and Secretariat, Security, Commercialization, Project Management, & Shipping and Marine.

In accordance with the development theme focused in this paper regarding the Managerial Development Program which targets the development of the employee's own managerial competence. Each job level has a competency level proficiency that needs to be met, the distribution of managerial competencies currently in effect at SKK Migas includes Business & Industry Acumen, Continuous Learning, Initiatives, Quality Orientation, Technology Savvy, Building Collaborative Relationships, Communication, Influence & Persuasion, Negotiation, Networking, Planning & Monitoring, Continuous Improvement,

Managing Change, Managing Conflict, Managing & Developing Others, Problem Analysis & Decision Making, Business Focus, Quality Management, Strategic Management and People Leadership. All of the managerial competency units above are divided into 3 categories as shown in **Figure 3**.
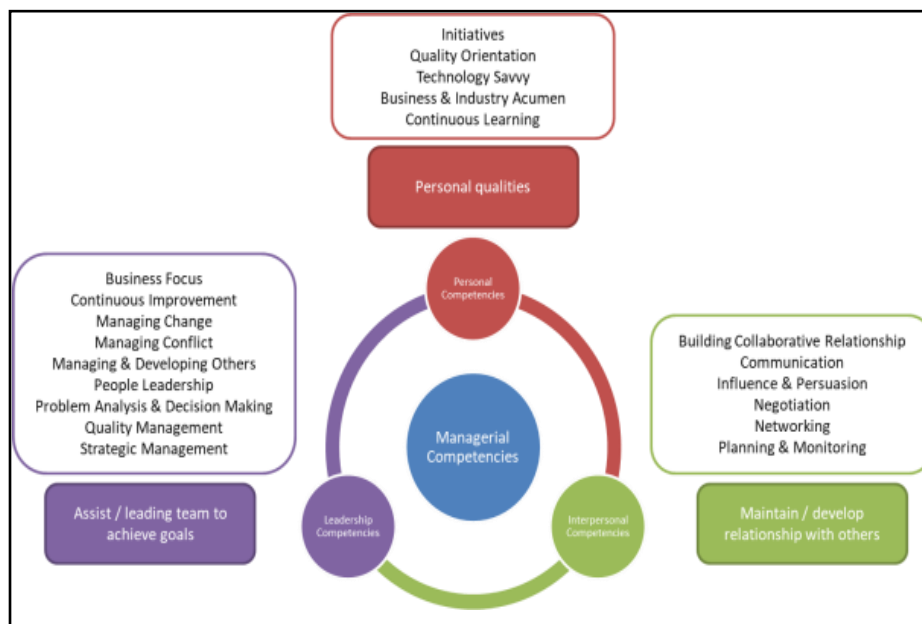

Figure 3. Distribution of Managerial Competency Units

SKK Migas also divides these managerial competencies based on job level which is then focused on the primary competencies that must be fulfilled by each employee at their job level as in **Table 1** below.

Table 1. Primary Managerial Competencies at Position Level

TINGKAT JABATAN	KOMPETENSI PRIMER	
Kepala Divisi	• Building Collaborative Relationships • Planning & Monitoring	• Strategic Management • People Leadership
Manajer Senior	• Building Collaborative Relationships • Planning & Monitoring	• Managing & Developing Others • Problem Analysis & Decision Making
Manajer	• Building Collaborative Relationships • Communication • Planning & Monitoring	• Managing & Developing Others • Problem Analysis & Decision Making
Staf Senior, Staf, Sekretaris, Sekretariat	• Business & Industry Acumen • Quality Orientation • Building Collaborative Relationships	• Communication • Planning & Monitoring • Problem Analysis & Decision Making
Kel. Profesional	• Business & Industry Acumen • Continuous Learning • Initiatives	• Quality Orientation • Communication • Problem Analysis & Decision Making

3.2 Disscusion

Focusing on the blended learning program being promoted, SKK Migas is trying to combine Maxwell's theory with existing managerial competencies and still refers to the learning and development patterns currently applied, namely the 10:20:70 method (Özcan et al., 2023). This method is illustrated in **Figure 4** below.
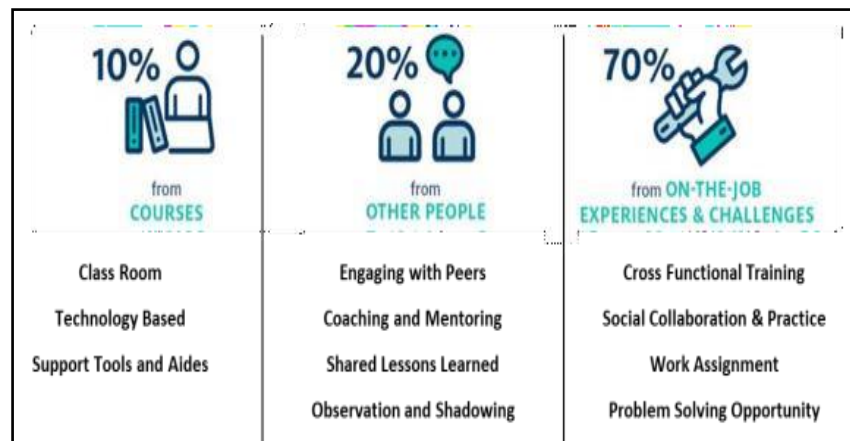

Figure 4. Learning Model

Blended Learning is expected to have an impact on behavioral changes and not just knowledge. Blended Learning itself can be identified into 3 meanings, namely, 1) Skill-driven learning model, namely this model combines independent learning with teacher or facilitator support to develop students' specific knowledge and skills in class; 2) Attitude-driven model, namely this model combines various learning media to improve new attitudes and behaviors for students and prioritizes peer-to-peer interaction and a risk-free environment; 3) Competency-based learning model: namely this model combines performance support tools with knowledge resource management and mentoring aimed at improving competency in the workplace (Kumar et al., 2021).

Based on the previous identification, SKK Migas is committed to strengthening human capital as enablers by continuing to improve employee competency, especially in the managerial scope. Realizing that the training that is generally provided is only limited to theoretical knowledge and is in class, SKK Migas tries to integrate this 10: 20: 70 concept into managerial development program training with the hope of closing the existing competency gap based on the results of the managerial competency assessment. Managerial Development Program is designed for employees who still have competency gaps with the competency level of the position they currently occupy. In order to improve organizational capabilities, a targeted and measurable design for learning and development programs for employees who have gaps is needed. This is illustrated in **Figure 5** below.
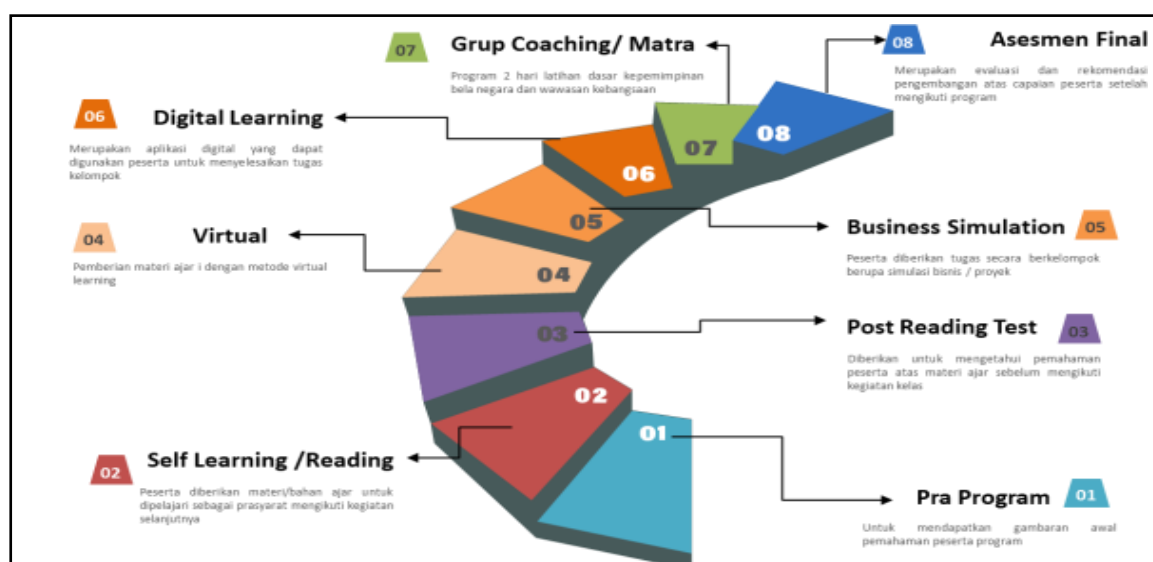
Figure 5. Managerial Development Program Framework

Designing a program requires some benchmarking and adequate framework (**Figure 5**), this requires SKK Migas to be able to elaborate on existing theories and practices for employee development that are often given. The design carried is blended learning where the program is made to accommodate behavioral changes in a directed and measurable manner through a development program carried out through several stages which then formulate the program framework. The program framework above can be described with the following explanations and activity details, first pre-program at this stage program participants will be given an initial overview of the intent, purpose and framework of the program. Employees are expected to have the same understanding between the training provider and other participants so that the implementation of the program can run according to the objectives and the desired results can be known.

The second is self-learning/reading, this stage is an activity carried out independently by participants through pre-read material/pre self-paced learning before entering the main topic of the material so that participants have a basic foundation for the program before continuing to the core activities.

The third is the post-reading test, this stage is carried out by conducting an assessment on participants who have gone through stage two, namely self-learning/reading, this is used to measure the understanding ability of participants who will take the program/class. Fourth is virtual class, this stage is the provision of material directly (online) by the speaker/resource person to employees. In this activity, a comprehensive presentation of the material will be given so that the material that has been studied previously and additional material provided at this stage will be integrated.

Fifth is business simulation at this stage participants will be given assignments regarding simulations by collaborating with other participants who form teams. Participants are required to be able to work together in teams to solve a problem. Sixth is digital learning participants will use digital applications that can be used by participants to complete group assignments. Seventh is coaching/dimension activities at this stage participants will conduct coaching with subject matter experts on the projects that they will compile as project assignments and the implementation of national defense activities to instill organizational culture and competency values targeted in the series of training provided.

Lastly is the final assessment stage at this stage participants will make a final presentation to the subject matter expert/jury who will evaluate and assess the project assignment compiled by the participants so that participants know the recommendations for developing the participants' achievements in participating in the program. A series of stages of activities in question are a combination of the learning methods that have been previously submitted which are activities that are blended learning programs. The composition of the activities is as follows: 10% consists of self-learning/reading, post-reading test (assessment), virtual class and digital learning. The composition of 20% consists of coaching and/or dimension activities. The remaining 70% composition is project assignment activities.

4. CONCLUSION

As a conclusion of this paper, the conclusion of the paper writing and discussion in the previous chapter will be presented. The managerial competency development approach carried out to be given to SKK Migas employees is through an approach using the theory of The 5 Levels of Leadership. This theory shows the leadership pyramid that is expected to be possessed by SKK Migas employees who will or have occupied certain positions. Based on this theoretical basis, SKK Migas takes a training method approach with the concept of 10:20:70 which is manifested in the form of a blended learning program.

The Blended Learning Program which is designed to accommodate the 10:20:70 components is carried out in several phases where this training also requires a considerable duration. By implementing a blended learning program approach, the HR Division organizes activities with the following cycles: pre-program (to get an initial picture of the program participants' understanding), self-learning/reading (participants are given materials/teaching materials to be studied as a prerequisite for participating in subsequent activities), post-reading test (given to determine participants' understanding of the teaching materials before participating in class activities), virtual (provision of teaching materials using the virtual learning method), business simulation (participants are given group assignments in the form of business/project simulations), digital learning (a digital application that can be used by participants to complete group assignments), group coaching/matra (coaching program with subject matter experts and/or national defense activities) and final assessment (evaluation and recommendations for development of participant achievements after participating in the program - final project assignment).

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