STRATEGY OF EMPLOYEES COMPETENCY DEVELOPMENT IN THE NEW NORMAL ERA (CASE STUDY IN BPSDM SOUTHEAST SULAWESI PROVINCE)

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ABSTRACT

This study aims to formulate employee competency development strategies in the new normal era at BPSDM Southeast Sulawesi Province. This type of research is mixed, namely descriptive qualitative and quantitative with a case study design. Data analysis using the SWOT analysis technique. The informants of this study consist of structural and functional officials related to the preparation of employee competency development programs. Data were collected through in-depth interviews, documentation studies, observations, and focus group discussions. The validity of the data was tested using triangulation techniques in terms of sources, techniques, and time.

The results of the study show that the organizational strength map of BPSDM Southeast Sulawesi Province to develop employee competence in the new normal era is in quadrant III so the strategy that needs to be carried out is a stabilization or rationalization strategy, namely a strategy to overcome weaknesses to seize opportunities optimally by developing an organizational culture as a learning organization through sharing knowledge of colleagues, increasing coordination and synergy between elements at each stage of activity, and providing facilities to support the learning process and production of online-based learning materials and media.

Keywords: Strategy, Competency Development, New Normal, SWOT Analysis

INTRODUCTION

One of the organizational performances is determined by human resource management in the organization. Integrated and reliable human resource management within an organization is expected to be able to face challenges and competition from both the internal and external environment of the organization. In facing this competition, competent human resources will be able to win the competition (Winarry, Army and Faihah, Iih, 2016: 1).

Law Number 5 of 2014 concerning State Civil Apparatus and Government Regulation Number 17 of 2020 concerning Amendments to Government Regulation Number 11 of 2017 concerning management stated that the State Civil Apparatus (ASN) was an important part of the government's efforts to implement bureaucratic reform. ASN that is professional, has high integrity, and has competence is a unified pillar supporting the realization of a world-class government (World Class Government) which is characterized by four criteria, namely caring, innovative, collaborative, and transparent, so efforts are needed to develop competence. For this reason, the Law also mandates that every Government Agency is required to prepare an annual competency development plan which is contained in the annual work plan of the respective agency's budget.

Dewi and friends (2018) revealed that ASN competency development is urgently needed by government organizations because apart from being the right of every ASN to obtain competency development, fulfilling the competency needs of civil servants with job competency standards, career development plans, is also due to the urgent demands of the strategic environment, development information and communication technology, globalization, and increasing national competitiveness, as well as public expectations for government performance which continue to increase, in line with the development and dynamics of society. ASN is an important element in carrying out governance and development and also as an "engine" driving the bureaucracy, which can mobilize existing resources to realize development goals and objectives.

The Southeast Sulawesi Provincial Human Resource Development Agency is a Regional Apparatus Organization (OPD) that is mandated to develop the apparatus resources of the Southeast Sulawesi Provincial Government. To be able to carry out this mandate properly, apart from the need for supporting facilities and infrastructure and adequate program budget support, human resources are also needed in the form of training staff or competent competency development staff.

Based on the author's interview with the Secretary of BPSDM Southeast Sulawesi Province in the assessment study it was found that one of the main problems in improving the quality of training delivery was due to the not optimal number and competence of existing training staff, which can be seen from the large number of training staff owned by BPSDM Sulawesi Province Southeast Asia who do not meet the qualification and competency requirements, both those who serve as managers (training management), field implementers, facilitators (widyaiswara), coaches and examiners as well as training quality assurance staff, as well as competency assessors, this is due to a large number of new staff, both promotion transfers into new positions or over tasks from other agencies from the Regency/City.

As is known until now, the world in general and Indonesia, in particular, are still facing the outbreak of the Covid-19 pandemic. The government's important concern is to take policies to improve Indonesia's condition to remain productive, while still adhering to the health protocol known as the new normal. A condition where people can return to their activities, work, and worship as usual, but with a new design. Various protocols for welcoming the new normal era have been prepared by the government, including the bureaucratic order to provide public services in the Covid-19 era.

Sianipar and Entang (2008: 56) explain that strategy is the art and knowledge of the formulation, implementation, and evaluation of functional decisions so that an organization can achieve its goals. The art of combining or interacting between key success factors so that there is synergy in achieving goals. The best way to achieve goals, objectives, and performance is a strategy to empower resources effectively and efficiently.

Nugroho's research (2020) reveals that knowledge sharing is an effort to increase employee competence and performance at the Puslatbang PKASN is carried out through employee meeting methods, in-house training, discussions between employees, and other methods. The supporting factors are organizational culture, human resources, and leadership support. The inhibiting factors are institutions, neglect, and the absence of rewards for employees who share their knowledge.

Next Arif Budi Setiawan & Adianto (2020) found that the competency development of the planning apparatus at the Regional Development Planning Board of Rokan Hulu Regency in terms of planning, training, assessment, and work-oriented competency development criteria was not optimal. The inhibiting factors are coordination and socialization between agencies related to competency development that has not gone well and the limited budget owned by the Government of Rokan Hulu Regency.

Djuma (2020) reveal that Widyaiswara's Substantive Competency Development Strategy in Implementing Education and Training at the Ambon Religious Training Center, especially material outside of their specialization is by (1) conducting discussions with fellow widyaiswara, independent study both via the internet and others, (2) through the coordinator by inviting resource persons. Karim (2020) and Silvianita & Yulianto (2020) stated that the method most chosen by Widyaiswara in developing their competencies during the Covid-19 pandemic was e-learning-based learning or webinars.

In connection with the phenomena that occurred at BPSDM Southeast Sulawesi Province, especially in entering the new normal era with all the problems in the implementation of ASN competency development activity programs in Southeast Sulawesi Province and differences in the results of previous studies, both regarding objects, research approach methods, analytical tools, and their results, then the authors are interested in conducting research.

LITERATURE REVIEW
Human Resource Management

According to Indra (2015), Human Capital (HC) is defined as an organization's intangible assets that contain individual talents such as skills, knowledge, and experience. With individual knowledge and skills, HC can enhance organizational innovation. The individual components of HC consist of (technical knowledge, experience, managerial ability), management skills (organizational spirit and culture), and human resource practices (communication description and employee competence). Therefore, ASN is human capital, which is a valuable asset that has high value and is useful for the progress of government organizations. As a valuable asset, human capital does not view ASN as a financial burden, instead, the government is willing to spend funding for the development of ASN competencies.

Melayu S.P. Hasibuan said that HRM is the science and art of managing relationships and the workforce so that they can effectively and efficiently help achieve company, employee, and community goals. While Hani Handoko said that HRM is the withdrawal, selection, development, maintenance, and use of human resources to achieve individual and organizational/company goals. Boone & Kurtz said that human resource management is a function to attract, develop and retain qualified employees to carry out the activities needed to achieve organizational goals.

Competency Concept

Wibowo (2011: 324) explains "competence is an ability to carry out a job or task based on skills and knowledge supported by the work attitude demanded by the job. Competence is an individual characteristic that underlies performance or behavior in the workplace. Performance at work is influenced by: (a) knowledge, abilities, and attitudes, (b) work style, personality, interests, basic values, attitudes, beliefs, and leadership style.

Types of State Civil Apparatus Competency

Based on Law Number 5 of 2014 concerning State Civil Apparatus, ASN competencies include:

1. Technical competency as measured by education level and specialization, functional technical training, and technical work experience;
2. Managerial competence as measured by the level of education, structural or management training, and leadership experience; and
3. Socio-cultural competence as measured by work experience is related to a pluralistic society in terms of religion, ethnicity, and culture so that they have a national perspective.

Competency Development

Karim (2020: 4) reveals that competency development, hereinafter abbreviated as Bangkom, is an effort to fulfill competency needs with job competency standards and career development plans for the employee concerned.

Rivai and friends (2015: 667) explain that competency development through training aims to: increase the quantity and quality of output, reduce waste and treatment costs, reduce the number and occurrence of accidents, reduce turnover, and work absenteeism, increase job satisfaction and prevent antipathy. staff. Thus competency development activities are basically to produce changes in the behavior of the staff who follow them. Changes in behavior referred to are increased knowledge (cognitive), skills (psychomotor), and changes in attitude and behavior (affective).

Wibowo, (2011: 339-344) revealed that developing competence seems an easy thing, starting from identifying the knowledge, skills, and processes that need to be learned. However, in reality, it is not that easy, some factors affect the ability of workers to improve skills regarding competencies that affect their performance, such as beliefs and values, skills, experience, personal characteristics, motivation, emotional issues, intellectual abilities, and organizational culture. For that, the obstacles encountered need to be overcome.

Strategy Formulation

Hajar (2019:18) defines strategy as a series of decisions and actions taken by managers to improve company performance. Strategy can also be interpreted as a potential action that requires top management decisions and large company resources to achieve long-term goals.

Sianipar and Entang (2008:56) define strategy as the art of integrating or interacting between key success factors so that there is synergy in achieving goals. The benefit of the strategy is to optimize superior resources in maximizing the achievement of performance targets. In the management concept, the best way to achieve goals, objectives, and performance is a strategy to empower resources effectively and efficiently.

SWOT Analysis for Strategy Formulation

SWOT analysis is a way to systematically identify various factors to formulate a company strategy. This analysis is based on a logic that can maximize the driving factors in the form of strengths and opportunities but simultaneously can minimize the inhibiting factors in the form of weaknesses and threats. The company's strategic decisions need to consider internal factors which include strengths and weaknesses as well as external factors which include opportunities and threats. Therefore it is necessary to have important considerations for a SWOT analysis (Rangkuti, 2011: 197).

**Implementation of Employee Training in the New Normal Era**

Referring to the Circular Letter of the Head of State Administration Agency (LAN) Number 10 of 2020 concerning Technical Guidelines for Organizing Training during the Corona Virus Disease 19 (Covid-19) Pandemic, training institutions are required to transform training methods towards distance learning or better known as distance learning by utilizing available learning management technologies or applications to support the learning process without compromising the quality and achievement of learning objectives whether carried out in full e-learning or blended learning (combining classical learning processes and e-learning), wherein the learning process, training institutions must ensure situation, conditions of the training ground, increase high

discipline for participants and manage traffic from outside to the training venue to strictly implement health protocols (Sulistyani, 2020).

Conceptual Framework

The research will begin by tracing or identifying BPSDM internal and external factors related to employee competency development, then will be continued by analyzing these factors regarding the urgency and interrelationships between factors to determine these internal and external factors which are the key success factors, where based on the results of the assessment of the key success factors, this will be mapped into the BPSDM organizational strength map, whether it is in quadrant I, II, III, or IV. Based on the determination of the organizational strength map, the focus strategy is formulated, whether SO, ST, WO, or WT strategies, which will then be continued with the preparation of programs and activities that are relevant to the competency development of BPSDM employees in Southeast Sulawesi Province.

Figure 1. Research Conceptual Framework
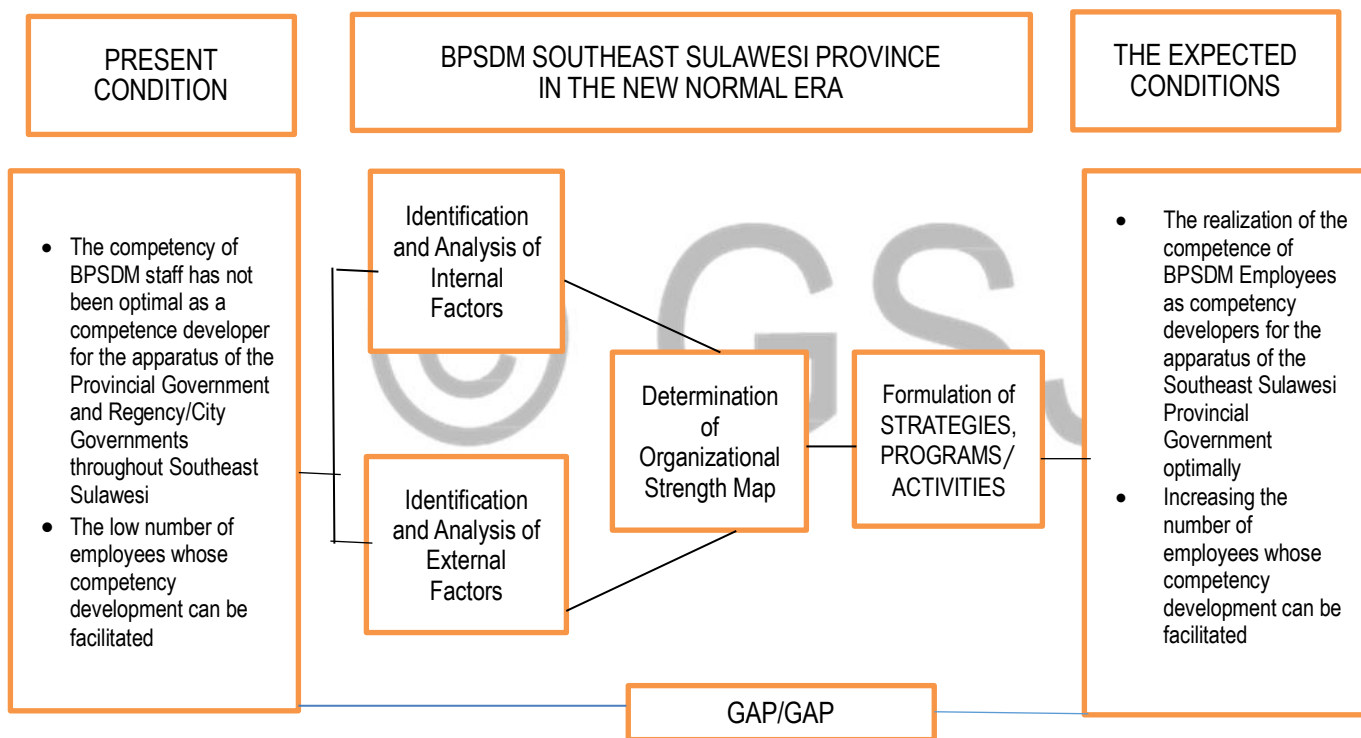
RESEARCH METHODS
Types and Research Objects

This type of research is descriptive qualitative and quantitative which is designed as a case study. In this case, the case referred to is the formulation of a competency development strategy for BPSDM Southeast Sulawesi Province employees in the New Normal Era, what internal and external factors are the strengths, and weaknesses they have, and the opportunities and threats they face in developing employee competencies. The objects of this research according to the conceptual framework of the research are: (a) identifying and analyzing internal factors (strengths and weaknesses), (b) identifying and analyzing external factors (opportunities and threats), (c) determining the key organizational success factors (strategic factors), (d) describes a map of organizational strengths, and (e) formulate strategies.

Types and Sources of Research Data

Data Type

Needed in this study consists of quantitative data and qualitative data.

1. Quantitative data is measurable data in the form of numbers, including employee data, including the number of employees based on position, class/rank, length of service, who attended training, total competency development budget, number and type of facilities and infrastructure, a realization of competency development programs/activities carried out by BPSDM of Southeast Sulawesi Province and so on.

2. Qualitative data is data that cannot be measured, in the form of verbal words or narrative descriptions including organizational structure and organizational work procedures, vision and mission, values, goals, and objectives of the organization, strengths and weaknesses, opportunities, and threats faced by BPSDM in competency development employees and so on.

Data Source

Sources in this study consisted of primary data and secondary data.

1. Primary data is data obtained directly from research informants, consisting of data on strengths, weaknesses, opportunities, threats, and employee competency development strategies that have been and will be implemented by the BPSDM of Southeast Sulawesi Province.

2. Secondary data is data that has been collected and presented by other sources that are relevant to the purpose of this study, in the form of Strategic Plan documents, Year Reports, Government Agencies Performance Accountability Reports (LAKIP), and Organizational Profiles of BPSDM Southeast Sulawesi Province.

Research Informants

Sugiyono (2012: 298) explains that because qualitative research departs from certain cases that exist in certain social situations and the results of the study will not be applied to the population, but transferred to other places that have similar social situations at the place of study. Samples in qualitative research are not called respondents but research informants.

In this study, the selection of informants was determined based on the main tasks and function of the position related to the object to be studied, namely the preparation of strategies, programs, and employee competency development activities, as well as employees who have or are currently participating in competency development programs either those who have received facilitation from the organization or those who independently, both related to their duties and functions and those outside their current duties and functions.

The informants of this research will consist of:

1. Key Informants
   The key informant in this study was the Head of Competency Certification and Institutional Development at BPSDM Southeast Sulawesi Province.

2. Additional Informants
   To complete the data to be collected and at the same time as the application of triangulation, additional informants are needed, consisting of:
   a. Head of Technical Competency Development Division of BPSDM Southeast Sulawesi Province;
   b. Head of Basic and Managerial Competency Development Sub-Division;
   c. Widyaiswara Coordinator;
   d. Quality Assurance Member;
   e. Secretary of the Competency Development Needs Analysis Team for the Government of Southeast Sulawesi Province.

Data Collection Techniques

The data collection techniques that will be used in this research are techniques that are typical in the qualitative research approach, namely: in-depth interviews, focus group discussions (FGD), and documentation. The four data collection techniques will be used in a complementary manner according to the nature of the data to be collected.

Data Validation Test

Testing the validity of the qualitative data that the researchers obtained, will be tested through several tests, namely by triangulation, both source triangulation, technical triangulation, and time triangulation.

Source triangulation is carried out by checking data against different informants and different data sources, namely primary data and secondary data. Triangulation techniques by checking data using various techniques, such as observation, in-depth interviews, and discussions with colleagues. Time triangulation was carried out by extending the interaction time with informants by making visits for re-interviews in different situations and at different times.

Data Analysis Techniques

The analysis technique used is SWOT analysis with the procedure described by Sianipar and Entang (2008). Create a SWOT Quadrant Graph or Map of Organizational Strengths and strategies.

**Figure 1. Organizational Strengths Map Format and
Selected Strategies Based on Organizational Key
Success Factors (FKK) (Sianipar and Entang, 2008: 51)**
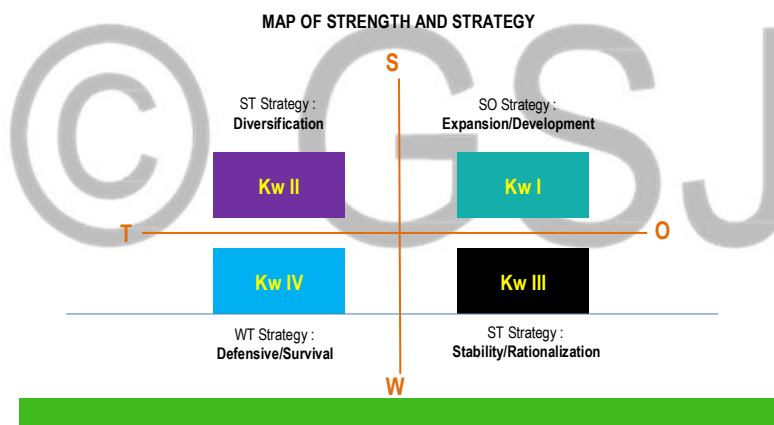
Quadrant 1 :
Is a very profitable situation. The agency has opportunities and strengths so that it can take advantage of existing opportunities. The strategy that must be applied in this condition is to support an aggressive growth policy.

Quadrant II :
Despite facing various threats, this agency still has internal strength. The applied strategy is the power to take advantage of long-term opportunities using a diversification strategy (product/market).

Quadrant III :
Agencies have considerable opportunities, on the other hand, agencies face several internal constraints. The focus of this strategy is to minimize internal agency problems so that they can seize better opportunities.

Quadrant IV :

It is a very unfavorable situation, the agency faces various internal threats and weaknesses.

RESEARCH RESULTS AND DISCUSSION

Description of BPSDM Employee Competency in Supporting Duties and Functions of BPSDM Southeast Sulawesi Province in the New Normal Era.

As described in the previous sub-chapter, the data analysis that has been carried out has resulted in the conclusion that in general BPSDM staff as ASN competency development actors in Southeast Sulawesi, both administrators, and widyaiswara, are ready to implement classical learning methods but are not yet ready enough for online implementation because have never participated in facilitation training for the implementation of both MOT TOC and TOF based on e-learning or blended learning (virtual) systems, besides that the widyaiswara are not ready to support the implementation of technical field training.

Taufik and Hardi Warsono (2020) in their research explained that the new normal condition demands changes in the public service bureaucracy, both in the organizational dimension and the work system dimension, where the success of this bureaucratic change is greatly influenced by the support of human resources and infrastructure. The new normal era of bureaucracy requires qualified and competent ASN employees, not based on quantity, but quality who can do various jobs quickly and with quality, especially in the delivery of public services.

The effectiveness of learning by implementing a blended learning system such as that implemented by BPSDM of Southeast Sulawesi Province in this new normal era is largely determined by the support of human resources. This is in line with the research results of Dwinda Nur Baety and Rahman Munandar (2021) which explain that blended learning training combines face-to-face, online and practical approaches, so it is necessary to prepare widyaiswara as competent facilitators in terms of information communication technology and the use of learning media.

Description of the Impact of Implementing the Adaptation of New Normal Habits in the Implementation of Duties and Functions of BPSDM Southeast Sulawesi Province

The results of the data analysis that has been carried out provide the conclusion that the implementation of the adaptation of new normal habits in the implementation of the duties and functions of the BPSDM Southeast Sulawesi Province has an impact on: (1) Changes in the training system being implemented, from a classical system to a mixed system (blended learning); (2) Reducing the amount of the employee competency development budget as a result of the policy of refocusing the budget for handling the Covid-19 pandemic; (3) The implementation of a strict health program that causes very limited learning interaction from the facilitator to the participants or fellow participants; (4) The accumulation of work on staff who have mastered information technology; (5) Delays in the implementation of the teaching and learning process due to the unprepared class officers in managing virtual classes; (6) Requires widyaiswara to be able to create IT-based learning media and application-based interactive learning methods; (7) It is difficult to carry out monitoring of participants, especially concerning aspects of attitude and behavior; and (8) the learning process is less effective because the network is unstable, participants and teachers feel more tired and bored.

The results of this study strengthen the results of research that have been conducted by Dwinda Nur Baety and Dadang Rahman Munandar (2021) who found that 63% of respondents stated that the implementation of online learning was not effective, where the factors influencing the effectiveness of online learning activities were 38% economic factors, 30% social, 19% health factors and 13% personality. In line with the results of the research that the authors conducted, the negative aspect or impact of this online learning, from the social aspect, is the obstruction of the communication process between participants and participants and between participants and facilitators so miscommunication and misconceptions often occur. This lack of interaction can slow down the formation of concepts during the teaching and learning process.

Formulation of Employee Competency Development Strategy in the New Normal Era

As stated in the previous chart, the main strategy that must be taken by BPSDM Southeast Sulawesi Province is the WO strategy because the organizational strength map is in Quadrant III, with the strategy formulation and discussion as follows:

1. Develop a learning organizational culture among employees in a programmed or independent manner as a form of compliance with the mandate of the UU/PP to provide the right to competency development for each employee and respond to the high need for training for new employees/officials within the provincial and district/city administrations as well as vertical agencies in Southeast Sulawesi.

   One of the weaknesses felt by BPSDM Southeast Sulawesi Province is that a learning organizational culture has not yet been formed, where learning organizations as summarized by Widodo (2018) are in principle: (1) organizations that recognize the importance of training and development related to sustainable performance and are willing to take appropriate actions, (2) organizations that focus on improving learning and knowledge disseminated throughout the organization. Furthermore, it is also explained that an effective learning organization can be built by taking into account cultural factors, strategy, structure, and organizational environment concerned with a focus on managerial commitment, systems perspective, openness and experimentation, transfer and integration of knowledge through teamwork, integration of internal knowledge.

   In this regard, as mentioned in previous research, one of the operational forms in developing this learning organizational culture is by implementing knowledge sharing (Nugroho, CS, 2020) and Mundiarsih, AP (2018).

   Several types of competencies that competency developers want to learn, especially in response to the implementation of basic CPNS training, most of which have been carried out in blended learning are: preparing reports on the actualization of ASN basic values, making ICT-based broadcast materials, using interactive online learning applications, equalizing perceptions about testing at design evaluation seminars and results of actualization implementation, in which these competencies can be developed through knowledge sharing activities.

   Several competency development methods that can be carried out through knowledge sharing, as explained by Wibowo (2011) and Veitzal Rivai Zainal (2015) are technical meetings, in-house training through training/workshops/webinar/FGD colleagues, on the job training through coaching and mentoring, sit-ins, discussions among employees, and forming work teams.

   Concerning the application of knowledge sharing, as a programmatic competency improvement method, according to Nugroho, CS (2020) it is necessary to pay attention to (a) full support from the leadership; (b) identification and empowerment of experienced senior staff as resource persons/facilitators/mentors/coaches; (c) establishment of this knowledge sharing management unit starting from the planning stage to identify the competency needs of employees and employees who are willing to share experience/knowledge according to their specialization, organizing the implementation, implementation of activities and their evaluation and reporting, (b) making guidelines for the management of these activities so that they can run effectively effective and efficient, (c) adequate rewards in the form of recognition (certificates) or other rewards for presenters and participants,

2. Improve coordination and synergy between elements and fields to organize quality training activities from the planning, organizing, implementation, and evaluation stages to respond to the high demand for quality training for new employees and officials in Southeast Sulawesi.

Theoretically, as summarized by Mardhiyah Yunus (2015) coordinating or coordinating is one of the management functions to carry out various activities so that there is no chaos, strife, or vacancies in activities, by connecting, unifying, and aligning work so that people and their work, facilities and infrastructure available, all elements of management and their respective jobs individual, and all tasks, activities, and work-integrated in achieving the desired goals and objectives. It was further explained that effective coordination is the starting point of the success of an organization in achieving the goals that have been set. The criteria for effective coordination can be seen from the following aspects: (1) planning; (2) communication; (3) division of tasks; and (4) supervision.

Hermawan Cahyo Nugroho, et al (2014) revealed that coordination is a word that is easy to say but difficult to implement, even though in general it has been realized how important coordination is in government administration/management processes. This is also faced by the BPSDM of Southeast Sulawesi Province, where coordination and synergy between elements and between sectors in carrying out the duties and functions of BPSDM, especially those related to the implementation of training activities are still felt as a point of weakness. As described in the previous sub-chapter, weak coordination is felt starting from the preparatory stage, especially in the context of equalizing perceptions about the distribution of personnel tasks, both as facilitators, coaches, examiners, and field implementers, equating learning materials and standardized exam questions.

This reinforces the results of Arif Budi Setiawan and Adianto's research (2020) that one of the factors inhibiting the development of apparatus competence is that coordination and socialization between related agencies have not gone well, apart from the limited budget they have.

Thus increased coordination will be one of the keywords for BPSDM Southeast Sulawesi Province in improving the quality of training that will be carried out both online and offline, both basic training, leadership training, and technical training which are expected to continue to increase in demand from sending agencies both Provincial, Regency/City level OPD and vertical agencies. Improved coordination can be done by sitting together from the planning, organizing, and implementation stages, and needs to be evaluated periodically. The implementation of more intensive coordination meetings at the same time will become a vehicle for transferring knowledge among employees so it is also one of the ways or methods of developing employee competencies.

3. Increase the number and quality of infrastructure to support online-based learning as a learning tool and production of virtual-based learning media to improve the quality of training for new employees and officials in Southeast Sulawesi in the new normal era.

As mentioned in the previous sub-chapter, the implementation of training activities organized by BPSDM Southeast Sulawesi Province in this new normal era is by implementing a mixed system or what is known as a blended learning system, where 50% of the learning process is carried out online, 25% by assignments on the e-diklatgarbarata.id Learning Management System (LMS) and 25% face-to-face.

Previous research on the implementation of this blended learning system, as has been done by Risky Setiawan, et al in Agus Akhmadi (2021) concluded that blended learning is an active learning-based learning that is very good for implementation in higher education. Optimization of blended learning is

carried out by [1] readiness of system facilities and careful planning, [2] development of complete and interesting content, and [3] regular monitoring and evaluation of the learning process.

According to Dwinda Nur Baety and Dadang Rahman Munandar (2021) to increase the effectiveness of online learning for educators, efforts are needed through: (1) summarizing learning material that needs to be downloaded; (2) using virtual meetings only to explain theories that are difficult to understand; (3) avoid giving excessive assignments; (4) always asking students about material that is not understood in groups/individuals; (5) provide information regarding discussion forums/webinar to train online adaptation; (6) carry out lessons according to schedule; (7) using the same system/platform the same as online learning media.

In connection with the previous research findings as mentioned above, and the findings of this study which indicate that the competency conditions of competency developer employees and facilities and infrastructure supporting blended learning owned by BPSDM are not optimal, it is necessary to pay attention to suggestions as a result of Agus Akhmadi's research (2021), that is, it is necessary to support the policy of the implementing institution by preparing infrastructure facilities so that the implementation of blended learning is carried out optimally. Blended training combines face-to-face and online approaches as well as practice, so it is necessary to prepare widyaiswara as competent facilitators in terms of information and communication technology and the use of learning media. Training participants also need readiness in terms of information and communication technology so that blended learning runs effectively.

Research Limitations

This research is applied research with a case study approach, so the results of this study are location specific and cannot be generalized to different situations and places. The research only uses SWOT analysis and has not been combined with other methods such as a balanced scorecard, and informants have not involved BPSDM external stakeholders such as training participants, after-training, or agencies or officials who use training results.

Conclusion

Based on the research objectives, the results of the analysis, and the discussion that have been described above, it is concluded that the results of this study are as follows:

1. In general, BPSDM employees of the Southeast Sulawesi Province as ASN competency development actors in Southeast Sulawesi are ready to facilitate the implementation of classical system training but are not quite ready to organize online system training (blended learning), besides that Widyaiswara are not ready to facilitate learning in technical field training.

2. The implementation of the adaptation to the new normal has had a major impact on the implementation of the duties and functions of the BPSDM Southeast Sulawesi Province, in terms of (a) changes to the training system being implemented, from the classical system to a blended learning system, (b) the implementation of learning with the new system is deemed not optimal because strict application of health programs which causes learning interactions from facilitators to participants or fellow participants to be very limited, the readiness of organizers to manage virtual classes is not optimal, the network is unstable, the ability of facilitators to facilitate the online learning process is still low; both facilitators and training participants feel bored and tired quickly, it is difficult to carry out monitoring of training participants, especially regarding aspects of the attitudes and behavior of participants.

3. The main strategy that must be carried out by BPSDM Southeast Sulawesi Province to develop employee competencies in this new normal era is a rationalization or stabilization strategy, namely to

overcome organizational weaknesses to seize or take advantage of opportunities by developing a learning organizational culture among employees both programmatically and independently, improve coordination and synergy between elements and fields for the implementation of training activities, and increase the number and quality of supporting facilities for online-based learning.

Suggestion

Based on the results of the research and discussion as well as the conclusions described above, it is suggested the following:

1. Fostering a learning organizational culture by creating programs/activities to share information, knowledge, and experience between employees (knowledge sharing forums) both online and offline based on agreement, especially discussing various new regulations/policies, coaching techniques, and training testing, learning management systems, interactive learning based on information technology applications, preparing RBPMD and RP, broadcast materials and test questions in a participatory manner;
2. This culture of information sharing can be manifested in the form of training/workshops/seminars/webinars/coaching and mentoring/sit/team building/team work of colleagues which are carried out regularly/scheduled;
3. Arrange priority scales in allocating budgets, by placing competency development and providing infrastructure (media centers) that support learning in the new normal era as top priorities;
4. Build partnerships with all relevant stakeholders, both elements of the Regency/City Government, OPD and vertical agencies, BUMN/BUMD, and universities in Southeast Sulawesi in developing employee competencies;
5. Develop guidelines regarding procedures and recognition (certification) for employees who carry out competency development independently;
6. Cultivating teamwork, as a vehicle for sharing knowledge between team members, developing creativity in carrying out tasks, and conducting periodic evaluations;
7. Competency development based on information technology applications with hands-on practice (job training);
8. Carry out coordination meetings regularly, especially in the preparation stage for the implementation of activities to unify perceptions between elements and fields, both in preparation, organizing personnel (widyaiswara teaching, guiding, testing, implementing committee), learning preparation (standardization of learning design, media and learning methods, exam questions, linkages between training subjects/training agendas), and evaluation (evaluation of learning outcomes, determination of the best graduates, and evaluation of implementation);
9. Create or publish institutional journals (online and offline) to support competency development in the development of the widyaiswara profession and scientific culture within the BPSDM Southeast Sulawesi Province;
10. Make careful preparations to welcome the enactment of new regulations on MOOC.

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