

The Management Of Guidelines Technique Known As Bimtek Of Regional Representative In Central Java Province During The Period 2009-2014

By: Sri Praptono; Sri Suwitri; Hardi Warsono; Budi Setiyono
PUBLIC ADMINISTRATION DOCTORAL PROGRAM
FACULTY OF SOCIAL AND POLITICAL SCIENCES
DIPONEGORO UNIVERSITY, SEMARANG, INDONESIA

Abstract

This research aims to: (1) Describing, analyzing and interpreting management technical guidance of Regional Representative of Central Java Provincial during the period 2009-2014; (2) Identifying and analyzing what are the aspects that support and hinder the management of technical guidance of Regional Representative of Central Java Provincial during the period 2009-2014; (3) Formulating management model of technical guidance of Regional Representative of Central Java province are effective and in accordance with their necessities. This research used the qualitative approach with descriptive analysis. The results of this research show that the management or the management of technical guidance of Regional Representative of Central Java Provincial during the period 2009-2014 has not been fullest. Technical implementation guidance has not been entirely put to good use. Some of the aspects that become an obstacle is, the less detail planning that results in budget and time are uncertain, use of learning methods that are still monotonous, the motivation of the participants who have not been evenly distributed, not integrated and continuous and the absence of evaluation. While the supporting aspects that are the regulation about the obvious technical guidance, availability of budget and relatively professional organizers. From some of the findings in this research field, it formulates the model that is more comprehensive of technical guidance by following the correct management, flow from the functions of planning, organizing, direction and evaluation. There are several interrelated activities, namely from inventory problems, needs analysis, design, implementation of technical guidance, implementation, monitoring and evaluation as well as consultation. It needs to involve experts, consultants and escort.

Keywords: Management, Technical Guidelines, Regional Representative, Formulating Management, and Implementation

I. INTRODUCTION

The presence of the Regional Representatives listed in article 18 paragraph 3 of the Constitution Laws in 1945 the second amendment about local governance which says that every Government of the provinces, counties and cities have Parliament whose members are elected

through the election General and more clearly set forth in article 3 paragraph (1) of law number 32 in 2004 give local governance as amended several times with law number 12 in 2008 about the second amendment in the law number 32 in 2004 about Local Governance, that The Provincial Government and Local Governance/The City is made up of local government and Provincial Government/City and Provincial and Regency/City.

According to Constitutional Laws Number 17 in 2014 of Regional Representatives is expected to become a part of institution which is able to implement sovereignty of citizen on the basis of populist led by the wisdom in a consultative/representatives, able to embody democratic values as well as absorbing and fight for the aspirations of the communities and the region in accordance with the demands of life nation and State.

In a role as an institution of regional representatives, they are taken a place as a line direction whose counterbalance and taking an effective control for the Regional Head and all of those Regional Governments. Those are realized as follows;

1. *Representation*, articulate concerns, demands, expectations and protect the people's interests when policy is made, so there always speaking "on behalf of the people".
2. *Advocacy*, fight for the aspirations of the complex negotiations and through political bargaining is very strong. This is normal given the aspirations of the Community contains many interests or demands that sometimes collide with each other. Political bargaining intended to reach the intersection of various interests.
3. *Administrative oversight functions*, Regional Representatives able to call and request information, do now and interpellation, even ultimately may request a description of the accountability of the head of the region.

The role and strategic position of Regional Representatives will no able to be implemented well if those members haven't equal capability. Therefore those programs advantaging of every Representative's member are able to get facility on shelves quality advantaging through following technical guidelines.

Nevertheless, technical guidance as the capacity improvement program of Regional Representative of Central Java Province felt the maximum has not been implemented. Some problems of implementation of the technical guidance in the field need to gain earnest attention.

The problem of planning technical guidance has not been integrated planning technical guidance Technical Guidance implementation, resulting in the frequent unison/collided with other Representatives agenda. This is not the optimal impact on the participation of members of House Representative. The Agency's Deliberations as the Board discussed the fittings all of agenda haven't made plans in detail and integrate. But as the intensity of technical guidance are in every period of the budget.

The opportunity of organizing technical guidance has not been maximized. As state in the circular letter number 160/3559SJ in 2013 Technical Instructions about the orientation and tasks of Deepening the members of Provincial and District LEGISLATIVE/City, technical guidance can be done by as much as eight times in one fiscal year, untapped as well as possible.

Compacting is the day or time of the execution of the technical guidance into the question that comes up next. The old implementation technical guidance is set up in such a way, with the hope that technical guidance can be effectively associated with the delivery of the material. However it appears from both participants as well as indiscipline organizers, so that time is not in accordance with the implementation provisions. If then the implementation time is reduced, then this certainly imposes on the depth and breadth of the materials presented.

The next factor that also became a problem in the field is the participation and motivation of the participants own technical guidance. A very limited response, attendance rates and a less enthusiastic participant who have not been fullest impact on the lack of effectiveness of technical guidance in improving the capacity of the Council's members. But as we know that the readiness of the participants was the dominant factor in the program technical guidance successful.

The use of learning methods proved very minimal technical guidance. During this technical guidance is only carried out with methods of classical and in space (indoor). So the technical guidance as one of the models of learning in enhancing the capacity of members of the Board felt minimal variation methods. With the use of methods of learning are minimal, making technical guidance monotonous and uninteresting.

Phenomenon in the field becomes interesting to the research further, considering several rules regarding the conduct of the technical guidance has actually been published. Do not even cover the possibility there are new findings that can be used as ingredients to always do repairs. The provisions are regarding technical guidance is made to targets and specific goals. Therefore if the provisions were not met, then automatically target and aiming can't be achieved with either.

II. LITERATURE REVIEW

2.1. Management

As a universal science, management uses a systematic science framework, includes the norms, principles and concepts that tend to be true in all of managerial situation. Management can be applied in all human organizations, whether at the corporate, Government, education, social and so on.

Management is always needed from time to time. There are at least three reasons why an organization in need of management. First, management is required to achieve the goal. Gather and meet some people who then go hand in hand with time become a lot, they bump into each other, share and also mutual interaction both physical and non-physical, it all that have the desire and hope for what they intermingled. Not because there is a similarity of wills and there are similarities in the hope that they want to place specific heading on. They want to achieve something, they want to get a process started and the expectations of a wide variety of potential differences and similarities led to the goal. Every action and choice decided surely there are expected goal. This is where management became a bridge with through the variety of its functions. The management is present and needed to reach shared objectives.

Second, management needed to take a balance. It's among various patterns involved in these functions. As a process, necessarily requires harmony, harmony and alignment. Sometimes between items having a diversity, which one side is required, in the other side becomes negative when there is no potential management is good. As a process, management makes it all a maximum of contributing, in order to achieve a goal. Management is not only maintaining a balance between diversity management, but will also maintain the balance goals that often not

only single. Thus the process towards the achievement of business objectives continue to run better, and the aim will be achieved in accordance with the desired.

The third reason, management needed to achieve efficiency and effectiveness. It is not enough to just reach the goal while maintaining the balance of a wide variety of items, but there is nothing to establish management-product that's better. This is very important because in fact the demands and expectations of growing. At the same time organizations are faced with an increasingly rigorous competition era. Not quite satisfied just being able to achieve your goals, but it must have superiority when compared to the other.

There are a lot of meanings in a management support sciences that needs in the various organizations. Merry Parker Follett (in Handoko 1992 P.8) defined in art management in completing the work through other people. This definition means that the managers achieve organizational objectives through the setting of other people to carry out the various tasks that may be required, or the means also does not implement the tasks itself. A.F. Stoner (in Handoko 1992, p. 8) explains that management is the process of planning, organizing, guiding and a provisional effort of the members of the Organization and use of resources-the resources of other organizations in order to achieve objectives of the organization.

Management could mean the achievement of goals through its functions. Therefore the classification of management which later became a concept of understanding given by Henry Fayol, who stated who the planning, organizing, coordination, gift of command and control is the main functions. According to the several functions of the staple in the management will certainly be interconnected with one another. Even be a cycle that will continue to run according to the life of the Organization itself.

2.2. Human Resource Development

In the study of literature as well as practice in the field, we encounter a lot of terms used to discuss the development of human resources. The development could be identical to the training or education. However, this meaning in the concept of development is the effort to improve skills or common knowledge for employees in order that the implementation of the achievement of the objectives more efficiently (Husnan, 1990). With this understanding of the development will include an understanding of practice and understanding of education. The development includes

both training to enhance skills in performing a particular job or education to increase public knowledge and understanding of the overall environment (Flippo, 1994).

In a clear then the meaning of exercise is an activity to improve the ability of the person's work in relation to economic activity. Exercise helps employees understand a practical knowledge and understanding, in order to improve skills, and attitudes required by an organization in an attempt to reach the goal. While education is an activity to improve the General knowledge of a person including an increased mastery of the theory and skills decided against issues that concern the activities of the achievement of the objectives.

Regarding the extent of coverage that can be known from the sense of development in a more assertive as described by T Hani Handoko, training that are intended to improve the understanding of the various skills and techniques of the implementation specific, detailed work and routine. The exercise of preparing employees does the work now. On the other hand when management is want to prepare employees to hold the responsibility of work in a future time. As for *development* has a wider scope in an effort to improve and enhance the knowledge, abilities, attitudes and personality traits (Handoko, 1995).

There is a main objective of development programs. First, development is done to close the gap between skills or capabilities with query term. Second, development programmes is expected to increase the efficiency and effectiveness of the work, in achieving the employment targets that have been set. Third, development programs help them prevent themselves from wear and tear and execute work better.

III. RESULT AND DISCUSSION

3.1. Knowledge Development

As we know, the development of knowledge (*Sharing Development*) is intellectual process can assist the personal understand existing problems, from the strategic concepts as well as technical applications. This is in accordance with the managerial level of the organization or company. However it is certain that every level should always get the channels in an effort to develop knowledge in order to participate in capacity sufficient to resolve any problem that might arise. As for knowledge that should be owned by every person at least include knowledge about the job, knowledge of the Organization and general knowledge (Flippo, 1994).

3.2. Skill Development

Skills are one of the main factors in the effort to achieve success. For new employees as well as the old servants whose face new problems, they required the presence of additional skills in order to carry out his duties properly.

The development of the skills are done may refer to the skills necessity is indeed really needed by the organization. Thus development will greatly depend on your organization and the complexity of the problems that exist in them. When the skills in question are related to managerial skills, then that needs to be developed as follows;

1. Conceptual Skills refers to mental ability is to coordinate and integrate the entire interest and activities of the organization.
2. Humanitarian Skills is the ability to work with understand and motivate other people both as individuals and groups.
3. Administrative Skills are all the skills related to planning, organizing, staffing and supervision.
4. Engineering Skills is the ability to use the equipment, procedures or techniques of a particular field, such as accounting, production, machining and so on.

Which skills are more important depends on the type of organization, managerial level and functions are being carried out. (Handoko, 1992). According to Robbins (2003) there are four general categories of skills required, from basic skills to relate to executive leadership as follows;

1. Basic Literacy Skills. These skills related to ability in reading, writing and math. This is necessary because a lot of instructions, guidelines, instructions and work related things that should be known by the employee by way of reading. Usually this much needed skills by employees at a very basic level are from an inadequate education.
2. Technical Skills. Most of the training is directed to arrange and improve technical skills employees. Technical training becomes very important today for two reasons, namely, new technology and new structural design.

3. **Interpersonal Relationship Skills.** On a certain level of employee performance relies on their ability to interact effectively with co-workers and superiors. These skills include development learn how to be a good listener, how to communicate ideas with more clarity and how it can become a more effective team players.
4. **Problem-Solving Skills.** All employees should be able to solve problems in their work. This includes skills in development activities to sharpen your logic, reasoning, skills defines these problems, their ability to assess the causal, develop alternatives, analyzing the alternatives and choose the solution.

The importance of skills that should be owned everyone, making skills development programs are highly noteworthy. Flippo (1994, 222) explained the methods development skills to suit the needs in the field, which includes skills in decision-making and interpersonal skills.

3.3. Attitude Development

Knowledge and skills, in the process proved insufficient. A person's attitude towards the tasks is also a keyword in achieving success. Therefore the development of attitudes must also be devised at a time when we are speaking about development. Human resources attitude is a profitable good evaluative statements as well as unfavorable as to objects, people or events. The stance reflects how one perceives something (Robbins, 2001, 138).

It is explained to the next, attitude has three components, namely the cognitive components, the segment of opinion or belief in an affective component of attitudes, (affect), i.e. an emotional segment or the feeling of an attitude and behavior of a component attitude (behavior), i.e. an intention to behave in a certain way towards someone or something. Understanding the attitude with these three components needed to be more observant in doing development. Similarly, an alternative method can be used in accordance with those targets.

Actually it is possible someone has thousands of attitudes, in accordance with the environment and values that affected it. However the attitude that needs attention is the attitude that has a close relationship with work. This meant development program will impact significantly to the results of the work performed. Work related attitudes will pave the way a positive or negative evaluation held about aspects of their work environment. In terms of this attitude can be seen from three types, namely, job satisfaction, job involvement and commitment to the organization.

In more firmly, the direction of the development of local governance, including the development of each Member of the House Representatives, could refer to the National framework for Development and capacity building in order to support Decentralization.

The principles of development and capacity building are as follows:

1. It is multidimensional and long-term oriented, term. medium and short term.
2. Including a multiple stake-holders; the Central Government, provincial, Kabupaten/Kota and villages including private and community elements
3. It is "demand driven", where development and improvement needs instead is "Top Down", however, comes from the need of stakeholders. To the intent that there needs to be transparency and accountability in formulating those needs.
4. Refers to the national policy; development and improvement

Capacity refers to the GBHN during the period of 1999-2004 the mandate of the need for the development of a broad area of autonomy and real with empowering communities, economic institutions and political, religious and legal entities, institutions and customs civic organizations.

In order for this development program could be sustainable and effective, then the need to also look at the scope of which will be expected to:

1. The level of the system, i.e. the regulatory framework and policies that favor or limit the achievement of certain policy goals.
2. The Institutional Level or entity, i.e., organizational structure, decision-making processes in the Organization, procedures and mechanisms work, instrument management, relations and networks between organisations etc.
3. Individual Rate, i.e., the level of skill, qualifications, knowledge/insight, attitude (attitude), ethics and motivation of individuals who work in an organization.

The more clearness when we observe a National Framework in Program Development and capacity building, that element of the development at the level of the individual, or the development of human resources is becoming very important. Because all of the expected impact of the development programs will ultimately depend on who will run. Then the topics and

materials will be provided, prepared in such a way so as to have leverage in the enhancement of professionalism of work, more notably of Regional Representatives as organizer of the Government in a Region.

Attention to the next, so that human resource development program is successful, then it should also formulate themes and topics that are considered basic necessities as well as can answer existing problems. In accordance with the National Development Framework, there are several sections or topics that need to be material supplies:

Dissemination and explanation of the regulatory framework is to support and accelerate the implementation of decentralization. It is primarily concerned with understanding the tasks and authorities of the new areas as well as the changing relationship with the Central Government, in order to allow all the perpetrators (stakeholders) in the area to participate in a system of local governance that democratic and decentralized.

The relationship is between the institutions/agencies with the community. This means taking the roles and authority-the authority in the process of decision making, develop and implement a code of conduct, establish patterns of interaction and participatory between the legislature and the Executive, as well as between legislative, Executive and the community.

1. The Financial Management Area. This field is primarily to build an understanding of the new system of fiscal transfer of (fund balances), understanding and implementing a new financial management system areas, including transparency and accountability from BUDGETS, establish a process that is open for the participation of stakeholders in the process of policy formulation, preparation of the budget and monitoring/evaluation of the implementation of the budget.
2. Management of Apparatus. This particular field is to build a system of Human Resource management with the concepts of the management/personnel management and a good clear, adjust the personnel situation with the availability of resources as well as the institutional order by accelerate tasks and powers that will be implemented by the appropriate Regional conditions.

3. Relationship or communication and cooperation between regions. This field is primarily developed a pattern of interaction with other areas which allow the transfer and/or exchange of "good practices", innovations and new approaches between areas.
4. The economy of the region. The field is primarily concerned with development patterns and new mechanisms to enhance regional economic development, the expansion of employment opportunities, as well as poverty reduction both in urban as well as rural area.

3.4. Human Resource Development Planning

Planning is the first function of the management should be designed carefully. Success in making planning will determine the success of the next implementation. MC Gehee. (in Mangkunegara. 2003 p. 51) explained there are some principles that must be considered in the planning of training and human resource development are as follows:

The material must be provided in a systematic and based on as follows:

- a. Stages must be adapted with the aim to be achieved.
- b. The trainee must be able to motivate and spread the response is associated with a series of learning materials
- c. The existence of the amplifier (*reinforcement*) to evoke a positive response from the participants.
- d. Using the concept of forming (*shaping*) behavior

In addition to the principles of training and development, then the planning should also pay attention to the components. Mangkunegara (2003) described the required components in the training and development of human resources as follows:

- a. The aims and objectives of training and development should be clear
- b. The Trainers should be adequate and qualified expert (Professional)
- c. Training materials and development must be tailored to the goals to be achieved.
- d. Methods of training and development must be tailored to the skill level employees who become participants
- e. Participants of the training and development should be suitable with the specified requirements.

After the clear principles and components are specified, then the necessity may also formulate planning stages that must be done to achieve the goal:

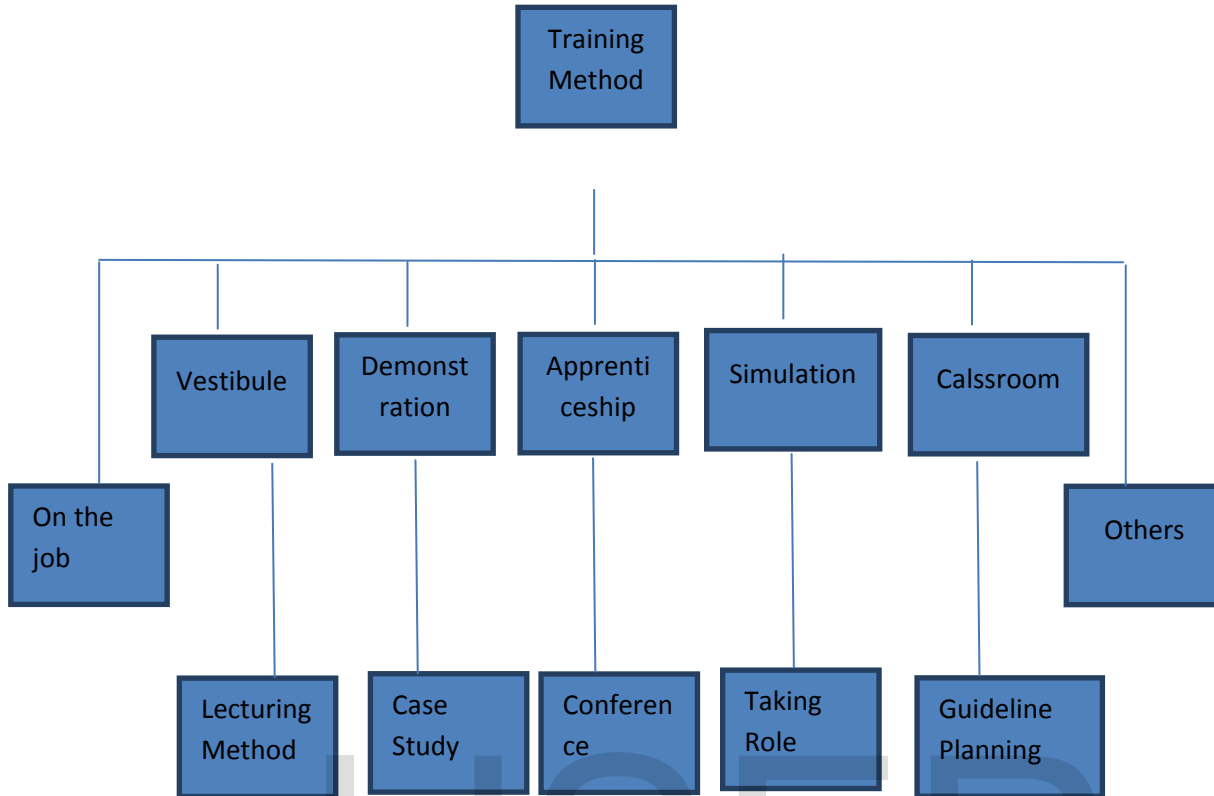
- a. Identify training necessity and development (on-the-job study)
- b. Arranging the goals and objectives of the training/development
- c. Establishing successful criteria according with the measurement
- d. Setting a training methods/development
- e. Grappled (try out) and revision
- f. Implementation and evaluation

The next important things that must be thought in making the planning of training and development is what method will be used so that the materials delivered can be effective. Some kinds of training methods that can be used are:

The method on *the job training*, this is an informal method procedures, the observation is simple and easy and practical.

- a. Method of vestibule. It is a method which is very suitable for many of the participants are trained to the same type of work and in the same time. Method of the vestibule is done within a few days to a few months with the supervision of the instructor.
- b. Method of demonstration and example. Demonstration method is a very effective training method, because it is easier to demonstrate to participants how to do something. This method is usually combined with learning tools, such as pictures, text material, lectures and discussions.
- c. Method of simulation. Is a situation or event creates a form of reality or imitation of reality. This simulation is a complement as duplicate technique that approximates the real conditions on the work
- d. Methods of the class room. The method is a method of classroom training is done in the classroom though it can be done in the area of employment.

Certain aspects of all the work are easiest to learn in the classroom than on the job training. Classroom method is lectures, conferences, case studies, role playing and teaching programs. In summary some of the above methods can be explained with images as below:



3.5. Human Resource Development Organization

Organizing according to Drs. H. Melayu S.P. Hasibuan (Hasibuan. 2011) explained that organizing is a process of determining, grouping and setting the various activities required to achieve the goal, placing people on each of these activities, providing the tools are required, setting the relative authority delegated to each individual who will perform these activities.

George R. Terry (Terry. 2016) gave the explanation about organization was; *Organizing is the establishing of effective behavioral relationship among persons so that they may work together efficiency and gain personal satisfaction in doing selected tasks under given environmental conditions for the purpose of achieving some goal or objective.*

(Organizing is an act aiming at those relationships effective behavior among the people, so that they can work together efficiently and thus gain the personal's satisfaction in terms of carrying out specific tasks in certain environmental conditions in order to achieve a goal or a specific target).

M. Manullang (manullang. 1976) provided a definition of the Organization in the sense of a dynamic (organizing) is a process of assignment and Division of work that was done, capping the duties or responsibilities and authority and determination relations between elements of the Organization, thus enabling people to work together as effectively as possible to the attainment of the objectives. In summary the organization is an act of difference tasks. Sukarno K gives a definition of the Organization as a function of management is the organization that provides the possibility for management can move in a certain boundaries. The Organization in the sense of a dynamic organization that been held a division of labor (Sukarno. 1968).

The conclusions of the various definitions concerning the organizing function of management is where a Manager allows designing formal structures, classify and organize and divide tasks and jobs for all members who are in the Organization, in order for the purpose of bias is achieved efficiently. Organizing is a training program and human resource development means in it group different activities that must be done by a person, at once gave framework and any limitations that must be done while maintaining the pattern of relationship in order to achieve the objectives that have been set.

3.6. The Evaluation of Human Resource Development

Function evaluation is essential to ensure that what the purpose and expectations can be achieved with either. In addition, the evaluation could also give notes for improvement program implementation of training and development in time will come. Goldstein and Buxton argues; "*The evaluation of training concern around two interacting concern: 1) the establishment of measures of success and 2) the experimental designs used in the evaluation*" (Mangkunegara. 2016 p. 69)

The criterion in the evaluation of training is the criteria that can be used as a measure of the success of the training guidelines, namely the criteria of opinion, learning criteria, criteria of conduct and criteria for results.

A. Opinion Criteria

It is based on the opinions of participants regarding the training program that has been done. This can be expressed by using the questionnaire regarding the implementation of the training.

How the opinions of participants regarding the material provided, the coaches, the methods used and the training situation.

b. Learning Criteria

it can be obtained by using the knowledge test, a test that measures the skills skill and abilities of the participants.

c. Conducting Criteria

The criterion of behavior can be obtained by using the test job skills, the extent to which there is a change in behavior of the participants before and after the training course.

d. Results Criteria

It can be linked with results that will be obtained pressing *turnover*, reduced productivity, increased absence levels, increased sales and increased quality of work and production.

3.7. Technical Guidance as Human Resource Development Instrument

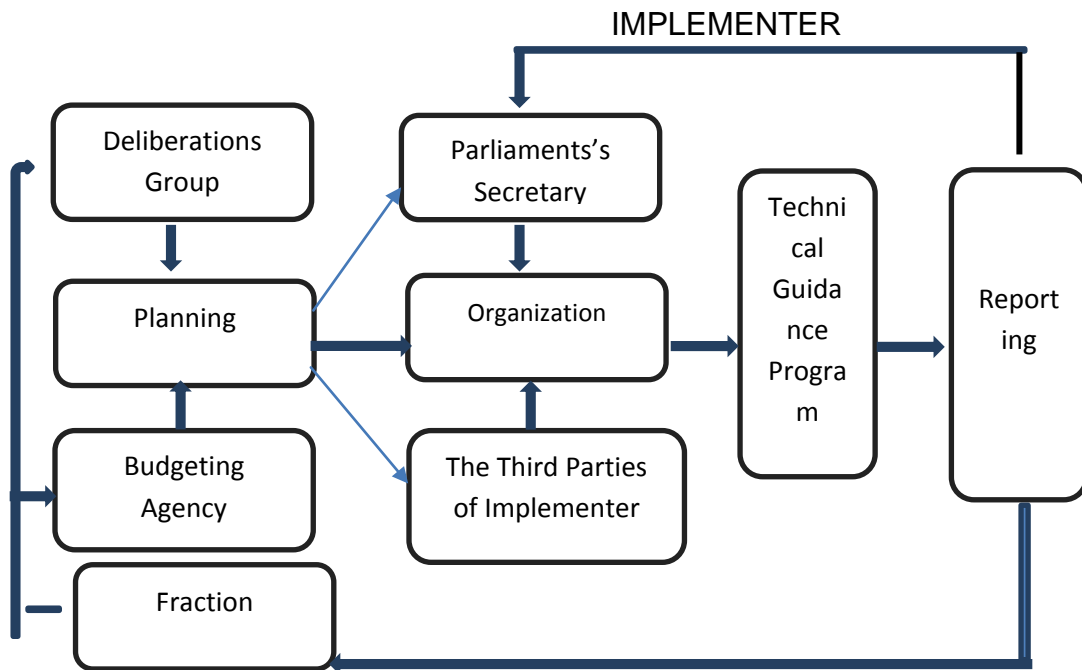
Through the regulation of the Minister of Internal Affairs Number 57 in 2011 and later updated to Minister of Internal Affairs No. 34 in 2013 about Guidelines Task orientation and Deepening member of Provincial PARLIAMENT and a member of district/city. This regulation becomes the benchmark for conducting efforts for human resource development, more specifically a member of PARLIAMENTS in both the provincial and district/city.

Technical guidance aims to improve the knowledge, abilities, skills, attitude and spirit of devotion in carrying out the task of local governance in the framework of the unitary State of the Indonesia Republic. Based on research in the field of LEGISLATIVE technical guidance, implementation of the Central Java province are still not optimally because there are still some aspects of the barrier between others: There has been no detailed planning and clear. Agency Deliberations as fittings of the Council discussed the agenda of the House Representatives as a whole was only able to decide the number of technical guidance annually. With such a condition, the allocation of time for technical guidance has been fickle. The consequences will complicate a variety of parties, including also the organizers. Other consequences, it is often colliding with

other House Representative agenda. The next result is the presence of participants who could not follow the activities of the technical guidance intact.

Learning methods of technical impressed monotonous and Guidance does not utilize the limitation time as regulated in the regulation. The method used a lot more wear of classical methods. Thus will cause saturation of the participants, much less technical guidance is done in quite a long time. The lack of continuity and integrity in the implementation of technical guidance, that mean from one time with next time seem to have nothing to do. It will also give rise to unnecessary repetition of material technical guidance, or is overlapping. As for the actual development to address the issue, keep the material provided related with the actual issues.

The last obstacle was found in a field related to the implementation of this technical guidance is the absence of comprehensive evaluation. As a process, management must have a function evaluation. As with the evaluation will be assessing whether implementation of that activity is in compliance with the planning made. If there is differential, how is a large of the difference that will happen. With the evaluation also will be obtained important notes what needs to be known, so that it becomes the input for the implementation of technical guidance in the future. More important of it all is the evaluation could provide precisely the achievement of business goals expected by conducting technical guidance. In the scheme, the implementation of the technical guidance of the Central Java Provincial can be described as follows:

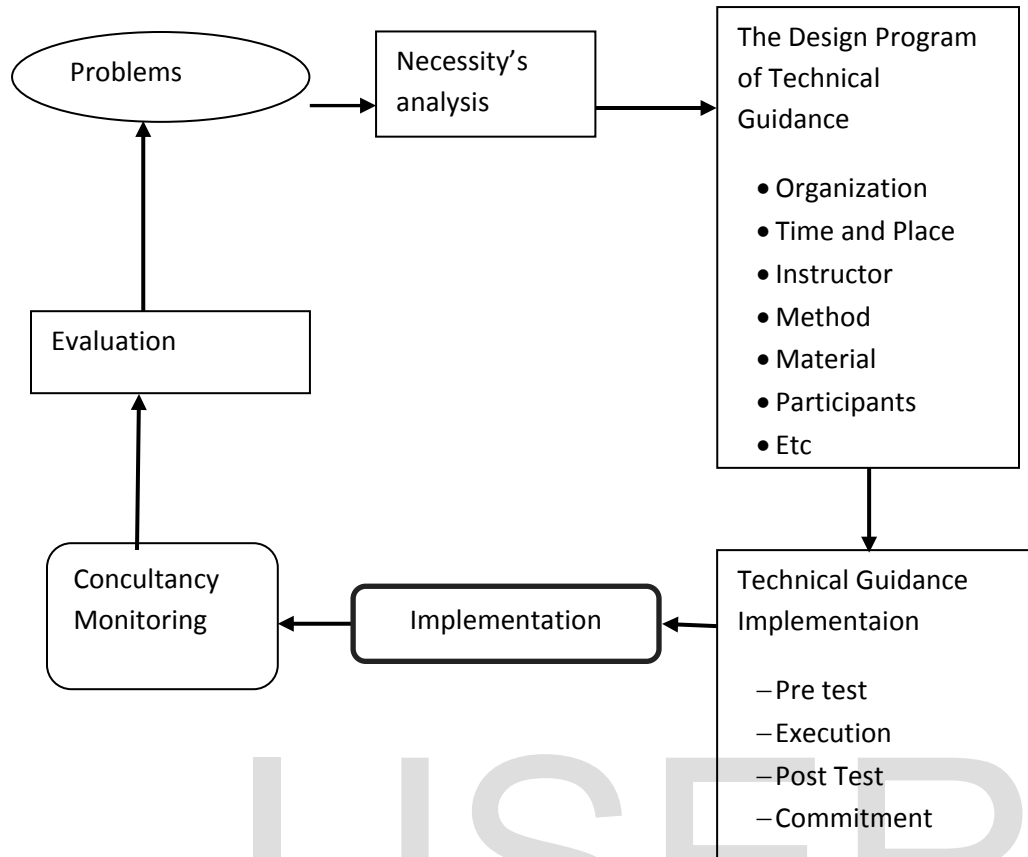


PARTICIPANTS

IV. CONCLUSION AND SUGGESTION

1. The Recommendation Model of Technical Guidance Management of Effectiveness Regional Representatives in Central Java Province

It needs to be formulated as a model of the technical guidance totality, integrity and balance that involve various aspects as follows:



- a. Problem. Before planning technical guidance, need to be made the identification of the problem, also known as the problem inventory. With a known problem, then the program technical guidance is organized really able to be the solution
- b. Needs analysis. The organization of the technical guidance should be based on the needs of analysis. Thus it will be clear who will be processed and by what method the process Guidance will be executed. With a needs analysis will be known the experience of participants, educational background, profession before becoming a member of the Board as well as other potential.
- c. Program design of the technical guidance. Still refers to existing provisions, namely the legislation framework. However it does not cover the possibility of the existence of several innovations and creations to answer on a needs analysis, for not violating
- d. The Implementation of Technical Guidance. The execution could include three stages. The initial phase includes the gathering of participants, the provision of facilities and logistics, orientation and an initial test. The second phase with the submission of material and training with various methods and the third phase is the evaluation of the moment

with the hosts posttest and feedback. More memorable with together signed a commitment

- e. Implementation. After completion of the Technical Guidance, implementation of the expected direction of the unit doing the evaluation of participants and the course of the technical guidance, then look at the implementation in the field
- f. Monitoring and consultation. In accordance with the conditions, that each participant technical guidance to make a report to the leadership of the faction, respectively. It is therefore important cooperation between institutional units in the Regional Representatives in monitoring at once consultations related with the influence to be gained from the performance of technical guidance. Whenever possible provided expert consultants able to accompany each Member of the Board, or appoint a Board of experts has always stood for
- g. Evaluation. To observe the success of activities and achieving a purposes. Evaluation here is done thoroughly and will be an important note in the end of each period of one-year budget period.

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