

TALENT MANAGEMENT-BASED TRAINING MANAGEMENT MODEL: A CASE STUDY OF THE SUPERVISORY LEADERSHIP TRAINING PROGRAM AT BPSDM DKI JAKARTA PROVINCE

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Abstract: This study aims to analyze and formulate a talent management-based training model for the Supervisory Leadership Training (Pelatihan Kepemimpinan Pengawas/PKP) program at the Regional Human Resources Development Agency (BPSDM) of DKI Jakarta Province. The study is motivated by a persistent gap between the fulfilment of a policy requiring a minimum of 40 learning hours of competency development per year for civil servants (ASN) and the strategic use of training outcomes for talent and career management. A qualitative single-case study design was employed. Data were gathered through in-depth interviews, participant observation, field notes, and document review involving key informants selected through purposive and snowball sampling, and were analyzed through data reduction, data display, and conclusion drawing, with trustworthiness strengthened through source, technique, time, and process triangulation. The findings show that PKP learning management at BPSDM DKI Jakarta has been relatively well structured through planning, organizing, implementing, and evaluating stages that follow the standards of the National Institute of Public Administration (LAN) and the regional 40-hour competency policy. An emerging talent management orientation was found through work-problem-based assignments and change-project portfolios, yet the integration of training outcomes with ASN talent information systems remains fragmented, so training results predominantly function as administrative proof of graduation rather than strategic talent data. Based on these findings, this study develops and validates a Talent Management-Based PKP Learning Management Model using an input-process-output-outcome-feedback framework, which stakeholders assessed as valid, practical, and acceptable. The study contributes theoretically to public-sector training management literature that integrates andragogy, performance management, and talent management, and practically offers regional training institutions a reference for linking training outcomes to merit-based civil-service career development.

Keywords: training learning management; Supervisory Leadership Training; talent management; civil servants (ASN); case study

1. Introduction

Strengthening the leadership capacity of Indonesian civil servants (Aparatur Sipil Negara/ASN), particularly supervisory officials who serve as middle-line leaders, is a strategic agenda within Indonesia's bureaucratic reform. Supervisory officials are expected to possess transformative leadership capacity, data-driven managerial skills, and the ability to respond to the complexity of twenty-first-century public services. This mandate is reinforced by Law No. 20 of 2023 on Civil Servants, which requires every ASN employee to continuously develop competence through an integrated learning system, and by a regional policy that mandates a minimum of 40 learning hours (JP) of competency development per year.



The Supervisory Leadership Training (PKP) program is one of the principal instruments for developing the managerial competence of supervisory officials, delivered according to the national structure established by the National Institute of Public Administration (Lembaga Administrasi Negara/LAN). Nevertheless, several studies indicate that competency development for supervisory officials remains largely generic, oriented toward the administrative fulfilment of learning hours, and not yet fully integrated with a talent management approach as a systemic strategy for ASN career development (Munir & Rohiat, 2021; Sutarto & Prakoso, 2023). Talent management, however, has been shown to be a superior strategy for the sustainable management of public-sector human resources (Silzer & Dowell, 2010; Collings & McMackin, 2025), and has acquired a normative basis through Ministerial Regulation of PANRB No. 3 of 2020 on ASN Talent Management.

Institutional dynamics surrounding the oversight of the merit system further underscore the urgency of this study. Following a revision of ASN regulations, the function of overseeing the merit system, previously held by an independent commission, was transferred into the structure of a technical ministry, while a Constitutional Court ruling affirmed the state's obligation to maintain an independent merit-oversight mechanism. This context requires that training management models, including PKP, be designed not only to be pedagogically effective but also accountable and traceable, so that training outcomes are genuinely connected to competency- and potential-based career arrangements rather than serving merely as certification.

BPSDM of DKI Jakarta Province is one of the more progressive regional training institutions, having developed a Learning Management System (LMS) and blended-learning practices; however, it has not yet established a comprehensive model that systematically links PKP learning management with ASN talent management. This research gap underlies the study's research question: how is PKP learning management implemented at BPSDM DKI Jakarta Province, and how can a learning management model that integrates a talent management orientation be developed and validated to strengthen the link between training outcomes and the career development of supervisory officials?

Prior studies have extensively examined the effectiveness of competency-based ASN training (LAN RI, 2021) or the mapping of ASN talent within the broader framework of merit-based bureaucratic reform (Sutarto & Prakoso, 2023), but have not deeply examined the integration of functional training models such as PKP, the 40-hour policy, and talent management strategy at the regional implementation level. This study addresses that gap by offering novel contributions in five respects: (1) integrating a talent management framework into the PKP learning model, which has thus far remained generic; (2) contextualizing the national LAN model at the level of a regional BPSDM's implementation; (3) combining the regional 40-hour competency policy with post-pandemic blended-learning needs; (4) orienting the model toward strengthening talent pools and career paths based on the merit system; and (5) empirically validating the model with operational stakeholders. The purpose of this study is to analyze the implementation of PKP learning management at BPSDM DKI Jakarta Province in terms of policy, institutional role, learning structure, implementation consistency, talent management processes, linkage to career management, and impact, and to develop and validate a learning management model that integrates these dimensions.

2. Literature Review

2.1 Training Learning Management and Andragogy

Training learning management encompasses the functions of planning, organizing, implementing, and evaluating training programs so that they align with the competency needs of both participants and the organization (Reigeluth, 1999). In the context of civil-service training, the principles of adult learning (andragogy) provide an important foundation, since PKP participants are experienced supervisory officials who need to be positioned as active learning subjects, oriented toward solving real problems (problem-centered learning), and drawing on their experience as a learning resource (Knowles et al., 2015). The blended-learning approach, which integrates face-to-face and technology-based learning (Graham, 2006; Garrison & Vaughan, 2008), has become increasingly relevant since the COVID-19 pandemic, as it demands flexibility, sustained interaction, and stronger participant self-directed learning.

The PKP structure set by LAN follows a sequence of independent learning, e-learning, joint commitment building, classical learning, field study, coaching and mentoring, a change project, and a final seminar and evaluation. This structure is conceptually consistent with project-based leadership training models that position the change project as the core evidence of participants' competence in the workplace, and as a bridge between conceptual learning and practical application.

2.2 Talent Management in the Public Sector

Talent management is a strategic approach to human resource management that encompasses the identification, development, and utilization of high-potential individuals on a sustainable basis (Silzer & Dowell, 2010). In the context of Indonesia's public sector, ASN talent management acquires a normative basis through Ministerial Regulation of PANRB No. 3 of 2020, which governs the purpose, principles, scope, and mechanisms of ASN talent management, including the formation of talent pools and the preparation of Individual Development Plans (IDPs) as instruments for competency- and potential-based career development. Recent research affirms that a skills-first HR strategy—one that emphasizes a direct link between competency-development outcomes and placement decisions—has become an important lever for organizational strategy, including in public institutions, because it connects competency-development outcomes directly with placement and succession planning (Collings & McMackin, 2025).

Existing studies on ASN talent generally address talent mapping within the broader framework of merit-based bureaucratic reform (Sutarto & Prakoso, 2023) or the digitalization of talent management practices at particular regional government levels (Fauzian et al., 2024a; Fauzian et al., 2024b), but have not extensively linked these to the management of functional training such as PKP. This conceptual gap underlies the need for a model that connects the training-management cycle with the talent-management cycle, from the identification of competency needs (input), through the learning process (process), learning outcomes and change-project portfolios (output), to their utilization for career development and succession planning (outcome).

3. Research Methods

This study employed a qualitative approach with a single case study design to gain an in-depth understanding of the practices, dynamics, and managerial-pedagogical logic of PKP learning management at BPSDM DKI Jakarta Province, following Yin's (2018) recommendation for contextual phenomena whose boundaries are not clearly distinct from their context. The research focus was the development and analysis of a talent management-oriented PKP learning management model, comprising seven sub-foci: (1) implementation of the 40-hour policy within PKP; (2) BPSDM's role in implementing ASN training policy; (3) the structure, stages, and methods of PKP as established by LAN; (4) consistency in the implementation of the PKP model; (5) the process of identifying, developing, and utilizing talent; (6) the linkage between PKP outcomes and career management; and (7) the impact of the PKP learning model on the competence and career of supervisory officials.

Data were collected through in-depth interviews, participant observation (grand tour, mini tour, and participant observation), field notes, and a review of institutional documents (BPSDM profile documents, policy documents, training curricula and modules, implementation evaluation reports, and post-training follow-up documents). Informants were selected through purposive sampling based on the relevance of their role and experience, and further expanded through snowball sampling. Key informants comprised BPSDM's strategic leadership, structural officials responsible for competency development, the PKP program coordinator, curriculum and evaluation managers, trainers (widyaaiswara)/facilitators, coaches and mentors, LMS administrators, and PKP alumni together with their direct supervisors as a form of impact triangulation. Ordinary informants included active participants and administrative staff of the organizing unit.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2014), consisting of data reduction, data display, conclusion drawing, and verification of findings in a cyclical process. Data trustworthiness was strengthened through source triangulation (across informants), technique triangulation (interviews, observation, and documents), time triangulation, and process triangulation, consistent with the credibility, transferability, dependability, and confirmability criteria of qualitative research (Lincoln & Guba, 1985). Model development followed a design-based research approach: an initial model was synthesized from the field findings and then qualitatively validated by stakeholders (trainers, supervisory officials, evaluators, and program managers) across six aspects—relevance, clarity of structure, feasibility of implementation, user acceptability, integration with talent management, and potential impact.

4. Results

4.1 Implementation of the Minimum 40-Hour Competency Development Policy within PKP

The policy requiring a minimum of 40 learning hours of ASN competency development per year is concretely translated into the implementation of PKP through a comprehensive learning structure that exceeds the minimum standard quantitatively, with a total learning load of 905 learning hours comprising independent learning, e-learning, classical learning, field study, coaching, mentoring, and a change project. PKP thus serves a dual function: as a means of fulfilling the administrative obligation for learning hours and, at the same time, as a substantive instrument for

strengthening service-leadership competence. Nevertheless, the effectiveness of the policy cannot be measured solely by the number of learning hours, attendance, and graduation certificates; it must also take into account the program's relevance to actual competency gaps, the quality of the learning process, organizational support from participants' home units, the application of learning outcomes in the workplace, and their impact on performance.

4.2 The Role of BPSDM DKI Jakarta Province in Implementing Training Policy

BPSDM DKI Jakarta Province plays a central role as policy translator, program planner, resource organizer, learning provider, technology manager (LMS), quality assurer, evaluator, and manager of training outcome data, while also coordinating LAN, the Regional Civil Service Agency (BKD), regional work units, trainers, coaches, mentors, evaluators, and participants. This operational role functions relatively well, as evidenced by the availability of well-organized guidelines, stages, schedules, instructors, mentoring support, and program administration. Nevertheless, BPSDM's strategic role—particularly in post-training evaluation, the integration of training outcomes with talent management, and the use of data for career development—still requires strengthening so that BPSDM can evolve from being merely a training provider into a center for learning management and ASN talent development.

4.3 The Structure, Stages, and Methods of PKP

The PKP structure established by LAN—comprising independent learning, e-learning, joint commitment building, classical learning, public-service field study, the design and implementation of a change project, coaching and mentoring, and a final seminar and evaluation—forms a comprehensive leadership learning model consistent with the characteristics of adult learners. The structure's principal strength lies in the continuity between conceptual learning and workplace practice, with the change project serving as the core evidence of leadership competence in solving real organizational problems. The effectiveness of these stages nonetheless remains influenced by the quality of trainer facilitation, the consistency of LMS use, the quality of coaching and mentoring, the clarity of assessment rubrics, and post-training follow-up.

4.4 Consistency in the Implementation of the PKP Model

The PKP model is implemented with relative consistency in terms of objectives, program structure, learning stages, the change project, coaching, mentoring, seminars, assessment, and learning products, indicating a high degree of structural fidelity to LAN standards. However, this structural consistency has not been fully matched by consistency in process quality: variation remains evident in facilitation methods, the quality of coaching and mentoring, LMS interactivity, participant engagement, the application of assessment rubrics, and post-training monitoring. PKP implementation has thus achieved administrative and structural consistency, but still needs to move toward consistency in quality, outcomes, and impact through the standardization of learning services and the calibration of evaluators.

4.5 Identification, Development, and Utilization of Talent within PKP Implementation

Talent identification at BPSDM DKI Jakarta Province is conducted through assessments of performance, potential, competence, track record, integrity, experience, and readiness for a position, mapped using a nine-box grid. However, a direct link between an employee's position in the talent pool and their selection as a PKP participant is not yet fully evident in operational practice. PKP has its strongest function at the talent-development stage—through learning, coaching, mentoring, field study, and the change project—while the utilization of talent after training is only beginning to appear in the form of expanded assignments and recognition of participants' innovations. The identification, development, and utilization of talent have not yet fully formed an integrated cycle, as PKP outcomes are not consistently used to update talent profiles, IDPs, or strategic assignment recommendations.

4.6 The Linkage between PKP Outcomes and Career Management

PKP outcomes are linked to career management through the recording of competency-development history, training scores, change-project portfolios, professional recognition, improved performance, and expanded responsibility, with the change project representing the strongest form of linkage, as it demonstrates a participant's ability to lead, innovate, collaborate, and solve organizational problems. However, this linkage is contributory rather than automatic: graduating from PKP does not directly guarantee promotion or rotation, as career decisions still take into account performance, potential, integrity, organizational needs, position availability, and the results of overall talent mapping. At present, PKP outcomes function more as a portfolio and supporting data than as a formal basis for career decisions.

4.7 The Impact of the PKP Learning Model on Competence and Career

The PKP learning model has a direct and strong impact on improving service-leadership competence, problem-solving, communication, coordination, cross-stakeholder collaboration, innovation, decision-making, team management, and changes in work behavior among participants. Its impact on career is more evident in the form of professional recognition, expanded assignments, increased responsibility, and greater organizational trust, while formal promotion has not yet emerged as a direct impact, since career mobility is influenced by various organizational and personnel factors beyond training outcomes. These findings confirm that competence serves as the principal mediator between PKP and career development: the stronger the learning transfer, supervisory support, opportunities for workplace application, and organizational recognition, the greater PKP's contribution to the readiness and career development of supervisory officials.

4.8 The Talent Management-Based PKP Learning Management Model

The synthesis of findings across the seven sub-focuses produced a Talent Management-Based PKP Learning Management Model built on an input-process-output-outcome-feedback framework. The input component comprises the 40-hour policy, the Competency Development Needs Analysis (AKPK), performance data, potential and competence, LAN standards, and the characteristics of DKI Jakarta's ASN. These components are processed through stages of needs analysis, planning, organizing, blended-learning implementation, and monitoring and evaluation. The output component consists of learning outcomes, scores, and change-project portfolios, which are then integrated (outcome) into SIMDIKLAT, SIMPEG, the Talent Pool Information System (SI Talent Pool), and IDPs as inputs for talent mapping, strategic assignment, and succession planning. A feedback mechanism is positioned as the closing component of the cycle to support continuous improvement based on post-training evaluation.

Qualitative validation by stakeholders indicates that the model is assessed as highly relevant, as it accommodates the 40-hour policy, AKPK, organizational needs, and merit-system principles; possesses a clear and logical structure and flow; is feasible and practical to implement, since it does not require a complete overhaul of the existing PKP structure; is acceptable to participants and alumni, as it preserves the applicative character of PKP learning centered on the change project; has the potential to strengthen integration with talent management through SIMDIKLAT, SIMPEG, and SI Talent Pool; and has the potential to improve competence, performance, talent development, and career readiness among supervisory officials. Several minor improvements recommended by validators include strengthening data integration to be more automated and sustainable, standardizing assessment rubrics, aligning evaluators' perceptions, strengthening coach and mentor competence, optimizing the LMS's function as a medium for discussion and progress monitoring rather than merely a repository for materials, and formulating clearer and more measurable post-training monitoring and evaluation indicators. This model is conceptual-operational in nature and is ready to enter a limited pilot-testing phase to obtain further empirical evidence on its implementability, the effectiveness of data integration, and its contribution to the career development of supervisory officials.

5. Discussion

The findings of this study reinforce the argument that the effectiveness of civil-service training cannot be reduced to the administrative fulfilment of learning hours, consistent with critiques of generic and insufficiently contextual ASN training approaches (Munir & Rohiat, 2021). The PKP structure at BPSDM DKI Jakarta Province shows a high degree of alignment with Knowles et al.'s (2015) andragogical principles, particularly through positioning the change project as problem-based learning grounded in real workplace issues. However, the gap found in this study between structural consistency and process-quality consistency indicates that implementation fidelity is not solely a matter of compliance with national standards, but also a matter of facilitation and mentoring quality at the local level—a nuance that has not been extensively discussed in studies of LAN's generic PKP model (LAN RI, 2021).

The finding that PKP outcomes are not yet integrated with the talent management system reinforces the conceptual gap identified by Sutarto and Prakoso (2023) regarding ASN talent mapping that continues to operate separately from functional training. This phenomenon is also consistent with findings that the digitalization of talent management at the regional government level continues to face challenges in cross-system data integration (Fauzian et al., 2024a, 2024b). Within the skills-first HR framework, which emphasizes a direct link between competency-development outcomes and placement decisions (Collings & McMackin, 2025), the gap identified in this study in which training outcomes serve more as proof of graduation than as actionable talent data indicates that BPSDM DKI Jakarta Province is at a transitional stage toward talent-driven training management.

The Talent Management-Based PKP Learning Management Model developed in this study offers a way forward by positioning data integration as an explicit stage following learning implementation and evaluation, rather than treating it as an optional supplementary activity. This approach is consistent with the principle that project-based

learning outcomes (in this case, the change project) are optimally utilized when directly connected to existing personnel and talent information systems, without requiring a complete restructuring of the training already in place in accordance with LAN standards. The theoretical contribution of this study therefore lies in extending the conventional training-management model (planning–implementation–evaluation) into an input-process-output-outcome-feedback framework that explicitly incorporates talent management as an outcome, while its practical contribution offers BPSDM and similar regional training institutions an operational reference for designing post-training data-integration mechanisms.

This study has limitations, as it is a single-case study conducted at one regional training institution, and the resulting findings and model therefore require further testing of their transferability to other regional BPSDM contexts with different institutional characteristics and resources. Model validation in this study is also qualitative, based on stakeholder input; further research is recommended to complement this validation with quantitative testing (for example, through expert validity indices or limited trials using standardized instruments), as well as longitudinal studies tracing the actual impact of PKP outcome integration on talent pool decisions, IDPs, and the career mobility of supervisory officials after training.

6. Conclusion

This study concludes that PKP learning management at BPSDM DKI Jakarta Province has a relatively sound governance foundation in terms of policy, institutional role, learning structure, and structural implementation consistency, but continues to face a gap in the systematic integration of learning outcomes with the ASN talent management system and career management. A talent management orientation is beginning to emerge through work-problem-based assignments and the change project, but its use as talent data, IDPs, talent pool input, and a basis for career decisions still requires strengthening. Based on these findings, this study develops and validates a Talent Management-Based PKP Learning Management Model that stakeholders assessed as valid, practical, and acceptable, with its principal strength lying in its capacity to connect the PKP learning process with the ASN talent management system and sustainable career management.

For BPSDM DKI Jakarta Province and similar regional training institutions, this study recommends strengthening the implementation of the 40-hour policy by shifting from an administrative approach toward one based on competency and talent needs; strengthening BPSDM's strategic role as a center for learning management and ASN talent development rather than merely a training provider; improving pedagogical continuity across PKP stages; and developing instruments to standardize implementation fidelity and establish automated, sustainable post-training data-integration mechanisms. Further research is recommended to test this model in other regional BPSDM contexts and to conduct quantitative validation and long-term impact evaluation on the career development of supervisory officials.

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