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# A Perspective Study on the Sustainability of Action for Change: Sociological Review of Wisdom Training

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## ABSTRACT

Leadership Training known as *Diklatpim IV*, now called Supervisor Leadership Training based on the Regulation of the State Administration Institute No. 15 of 2020 concerning Supervisor Leadership Training (*PKP*) is a part of developing managerial competence through training. The training produces innovative product in the form of document that will be realized in the organization's unit. The perspective of the sustainability of action for change is an urgent thing to be studied considering the current pandemic conditions which then is expected to have an important role for society and organizations as a means of actualizing implementing action for change based on the commitment of training alumni participants. This study aims to analyze the realization policy towards the perspective of the sustainability of action for change and the utilization of action for change program from a sociological perspective on the sustainability of action for change for the Alumni of Batch 2 Supervisory Leadership Training which consists of 40 participants by combining qualitative approach carried out by survey data, observation, in-depth interview, and quantitative approach with path analysis. The results of the study showed that by designing program based on changes in the mindset and culture set of bureaucratic behavior, namely PDCA (plan, do, check and action), a sociological perspective was very useful in improving and developing management training from the perspective of theory, practical policy, and paradigm change and there was an influence of realization policy variable, orientation variable, and program utilization variable towards action for change.

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## INTRODUCTION

Learning activities in the education and training of Supervisor Leadership Training (*PKP*), namely the learning process for Supervisory Leadership Training, are carried out through a learning process using non-classical method due to the Covid-19 pandemic. By distance learning method in which the participants and *widyaiswara* do not meet face to face in a learning room. Furthermore, the e-learning application system is established by the training organizer so that the participants can upload the material to be studied. The learning materials are delivered through e-learning technology application or video conferencing application, namely Zoom Cloud Meeting (the training subject learning materials are delivered orally by *widyaiswara* and the participants

participate in the learning via internet network). The participants follow/watch live in front of their respective computers wherever they are. In the zoom cloud meeting, the participants can ask questions, answer questions orally, or ask and answer questions through charts, and they also can have discussions with other participants and so on.

Participants in the Supervisory Leadership Training produce output from the results of the training, namely action for change in the form of documents that will be realized in their work place in the organization's unit. The policy for the realization of action for change in the initial submission process has a positive and significant impact to maximize the public services. Even so, in fact, once it is realized, the utilization is not yet maximal for the organization. Thus, the perspective of the sustainability of action for change is urgent to be studied considering the current pandemic conditions and it is expected that the policy for the realization of action for changes can be utilized optimally for the organization and as one of the

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feasibility in realizing regional visions and missions as well as provides outcomes and benefits for the organization. Furthermore, strengthening institution ensures feasibility, Qureshi (2017) innovative development model, namely an important competitive factor, Shatrevich & Zvanitajs (2017) and development, the proportion of commercialized innovation idea, and other important factors, Lebas (2017) has difficulty dealing with potential complexity on workforce policy, Babcock et.al (2012) so that it can be minimized and provide qualified added value with education.

The driving factor for change is an orientation to the future where the community system is open so that it demands an advanced education system. This makes the sustainability of action for change is optimally in which is driven by the alumni of the Supervisor Leadership Training participants who are declared to have been able to carry out an effective leadership role whose indicators can be described, namely Sari, (2009): first, the success of planning action for change; second, the success of coordinating action for change; third, the success of designation of action for change; fourth, the success of giving solution for action for change; and fifth, the success of achieving the results. Action for change is carried out in a structured planned process with the support provided by the environment both inside and outside the organization. Leadership support becomes a factor for action for change to be realized and utilized optimally. The sustainability of action for changes is to make innovation as a routine activity which means that the innovation in the action for change is supported by an effective team, and working infrastructure simultaneously becomes another supporting factor. Moreover, a cooperative behavior and communication has a positive influence on training, Doerr & Kruppe (2015) through group discussions and skills facilitated by teachers, Cornell et.al (2018) and cooperation in education which is initiated by the government has a significant influence on education, Nam et.al (2019) while motivation and persistence are considered very important, Nikitina et.al (2017) the institutions respond to especially the most pressing challenges in the most rational way, Svec et.al (2016) highlight the need to align innovative approach with policy instrument, Vilke & Sarkute (2016)

**The first gap is the aspect of realization policy**, ideally after participating in the HR training, automatically the knowledge from the training is grafted and adopted by the leadership for organizational performance. However, the fact showed that the knowledge of HR who attended the education and training was not automatically grafted or adopted by the leadership so that the organization

had minimal changes and was slow in providing public services. The next problem was the performance of the participants after training. Ideally, the behavior of the training alumni participants acted as an agent of change. In fact, the behavior of alumni participants did not act as an optimal agent of change with innovation from action for change.

**The second gap**, namely the aspect of the utilization of action for change program from a sociological perspective which is consists of 2 (two) problems. The first problem is that ideally the action for change is sustainable for the improvement of organization and the fact is that the action for change program is not sustainable. The second problem is, ideally, the utilization of action for change program from the perspective of sustainable sociology to improve the quality of human resources, namely the training participants, the fact that the implementation is not carried out optimally (Plan Do Check and Action).

In order to gain comprehensive results, accurate data, diverse and to avoid bias this research on the perspective study of the sustainability of action for change in supervisor leadership training with sociological review and wisdom training uses two research approach, where the research variables are realization policy and program utilization, then orientation as intervening variable. The policy realization at point 1 enters the third level, namely behavior and program utilization at point 2 enters at fourth level, namely the impact (result)

These various problems are studied to solve the problems itself with a sociological review of wisdom training. The participants with action for change. The sociology of wisdom training reveals how the realization and utilization of action for change in organizational unit, namely things that become supporting factors and constraints, the role and behavior of mentor/leader, and the utilization for the society. Policy tools and regulatory tools produce a very different policy configuration from an education system, Pons (2019) Education, a form of knowledge that is classified systematically as problem solving oriented, Sarakinioti & Tsatsaroni (2015) develop an understanding of the critical aspects of making fundamental changes in instruction, Olteanu (2010) through participatory communication in class interactions, Hirs & Segolsson (2020) and continuous quality approach Zerrad & Bzioui (2021) alumni participants are expected to establish participatory communication between institutions so that strategic programs are implemented based on the principles of togetherness, tolerance and use for the public, Fitriasari (2019).

Based on the empirical and theoretical background as well as the gaps that have been conveyed by the researcher, this research is urgent to be carried out because it is related to employee career development, knowing the response of the apparatus in the sustainability of action for change, providing feedback on leadership decision making and in order to know the policy realization and program utilization of action for change from a sociological perspective of action for change program towards the sustainability of action for change on the alumni of Supervisor Leadership Training Batch One at BPSDM, West Kalimantan Province.

To determine the influence of policy realization and the utilization of action for change program from a sociological perspective on the influence of orientation between policy realization and the utilization of action for change program from a sociological perspective in the formulation of the problem, namely:

1. How is the policy realization towards the perspective of the sustainability of action for change in Supervisor Leadership Training at the Human Resources Development Agency of West Kalimantan Province?
2. How is the utilization of the action for change program from a sociological perspective on the sustainability of the action for change in the Supervisor Leadership Training at the Human Resources Development Agency of West Kalimantan Province?

## EXPERIMENTAL METHOD

In this research, two approaches are combined, namely qualitative and quantitative and the different variables are used to analyze the impact, Antonovics & Backes (2014). A mixed research is a research approach that combines qualitative research with quantitative research Creswell, (2010). Furthermore, this study aims to see whether the action for change has been running as it should in the Alumni of Supervisor Leadership Training Batch 1 in the West Kalimantan Provincial Government and there is an influence of the policy realization and utilization of action for change program from a sociological perspective on the orientation of action for change. Primary data are obtained from interview and distributing questionnaires to the respondents about policy

realization, the utilization of action for change program from a sociological perspective on the sustainability of action for change.

## RESULTS AND DISCUSSION

Previous research that examined Educational Evaluation and Leadership Training was carried out by Muslihin (2017) showed that a program evaluation used the Kirkpatrick model, namely reaction, learning, behavior, result. Research at the behavioral and result level aimed to measure the reaction of participants towards the training program Kum (2018). However, the change project for the alumni of *Diklatpim IV* had several problems so that it could not be realized optimally Zainuri (2020) the development or upgrading of the curriculum referred to specific competency of consumer desires resulting from training Rusmulyani (2015) improving training module by using ICT for personal development and conducting training methods and evaluations Yasri (2017) continuing its change as well as continuous. The aspects that urged the sustainability of activities required support from the institution of Shoim (2020)

In the research of the perspective study on the sustainability of action for change, after training became a research classification to deepen the sustainability of action for change, namely the policy realization and the utilization of action for change program from a sociological perspective on the sustainability of action for change in the Supervisor Leadership Training at the Human Resources Development Agency of West Kalimantan Province. The training that was conducted for civil servant had an impact on improving performance, mindset, and perspective in analyzing the problems and being able to classify urgent standards for fast and accurate decision making and relationship behavior with superiors, colleagues and the community who feel the sociological policy dimensions of training from Max Weber and Talcoott Parson theory. In this case it can be seen how it influences personality and vice versa personality influences training. The

sociological approach influences each other and there is a link between the training course and

the change planning assessment, namely:

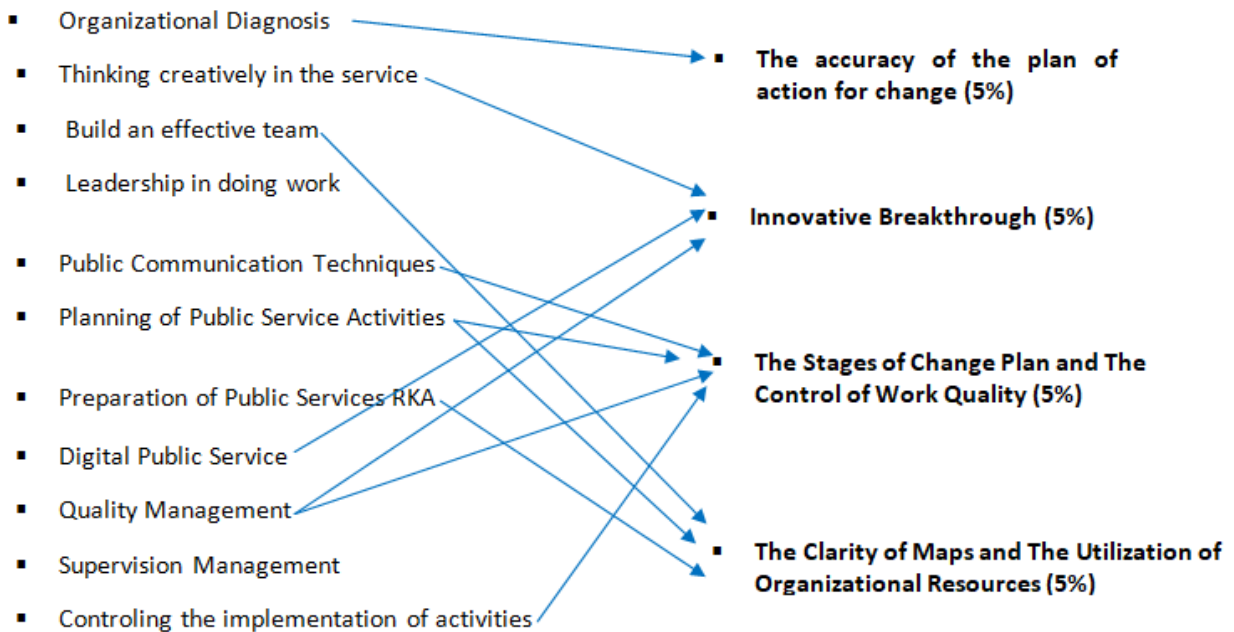


Figure 1: Linkage of the training course with the change planning assessment

This perspective study, one of the important roles for the organization in the sustainability of action for change, where the organization is the actualization forum to implement action for change based on the commitment of alumni participants when attending the BPSDM Supervisor Leadership Training for West Kalimantan Province. Based on the pre-survey and literature study, there are theoretical perspectives on why the Perspective Study on the Sustainability of Action for Change: The Sociological Review of Wisdom training is used as a study approach, namely to:

1. Improve organizational performance
2. Improve Apparatus performance
3. Change in Public Service Policy Paradigm. Slow-Fast
4. Make Effectiveness and Efficiency Planning Management and Implement Policy
5. Achieve faster Vision, Mission, and Strategy
6. Realize the culture mindset, collaboration with stakeholders that is getting better

The sustainability of action for change, namely realization policy and utilization of action for change program from a sociological perspective on the sustainability of action for change in the Leadership Training, namely:

### 1. Policy Realization towards the Perspective of Sustainability of Action for change of Supervisor Leadership Training

The realization of the sustainability of the action for change produced actions that were beneficial to society and the organization, both in the way and in the result of work in utilizing something. In implementing ideas as a policy solution for the realization of the sustainability of action for change had identified the process of improvement to have a better positive impact on the system and had understood the constraints that had an impact on action for change in realizing action for change itself.

The realization policy towards the perspective of sustainability of action for change. The achievement of leadership training

was the existence of performance standards and dynamic interactions which was oriented to the achievement of goals by adjusting on action for change. The adoption of standards results in successful policy performance, Khan & Khandaker (2016). The obstacles in realizing the sustainability of action for change were the reluctance to seek alternative failures, high dependence on one party as a source of innovation, technology was available but was not maximally utilized, there was no reward or incentive to innovate or adopt innovations, low ability to update or further development as well as planning and budgeting. Thus, data collection aimed to uncover key components of the public policy formation process - environmental analysis, strategic planning, competence and decision-making power, and stakeholders, Cingiene & Gobikas (2019). The factors related to poor policy performance, such as lack of coordination, funding, commitment, capabilities between implementers and top-down support. Finally, by looking critically at the gap that related to performance in implementing policy, five theoretical models were developed to improve performance, Khan & Khandaker (2016).

Wisdom training from the perspective of sustainability essentially is designing program based on changing the mindset and culture set of bureaucratic behavior. Therefore, there are at least 4 policy realizations, namely at the PDCA stage

1. Plan: Strategic plan, efficient and effective training
2. Do: Implementation of training program based on indoor and outdoor practical activities that are rational and proportional
3. Check: Control on the implementation of training program that can be monitored and supervised from the quality assurance of education and training
4. Action: Implication or impact of training that can be optimally assessed the level of success (output and outcome)

## **2. The Utilization of Action for Change Program from a Sociological Perspective on the Sustainability of Action for Change in Supervisor Leadership Training**

The current condition of the organization (supported by relevant data-information and facts, not discourse, can also use reports of audit results, or assessment results). Ideal/normative conditions expected by the organization (based on regulation or concept/theory, agreed reports or data analysis results, and service demands). Identification of problems to achieve the expected ideal conditions; the identification of these problems is important to determine the steps/stages of action for change.

The utilization of action for change program from a sociological perspective on the sustainability of action for change. Supervisor Leadership Training maximizes the action for change regarding tasks, roles, and relationships as an achievement to encourage certain behaviors manifested in the form of behavior and caring for the utilization of action for change. The experience of caring feelings is a process of interpreting how the action is manifested. The utilization of action for change is supported by the leadership in carrying out its role using the influence of motivation as well as the demand of the level of the results of action for change activities is maximally success.

The utilization of action for change program that has not been implemented optimally will affect the sustainability of the action for change itself. Various factors and constraints in the realization, especially in the medium and long term. Pandemic conditions are also a factor, internal support, and inappropriate actions. This is for sustainability, the lack of utilization because changes in the scope of action have no impact, the important

term is to pass and get a PKP certificate, weak leadership monitors and not supported by facilities and infrastructure as well as the factor of moving rotation of positions.

In realizing the success of action for change, initiative and development are manifested. The active involvement in organizational units both in the way of setting direction, development policy strategies contained in the action for change document, it is important for participants to have a synergistic relationship. Organizational synergy in its implementation influences the assessment. For PKP training subject, the criteria for assessing action for change are:

- Action for change is an instrument for measuring organizational performance leadership competencies that contains breakthrough idea from the participants to improve organizational performance
- Action for Change contains a plan of action for change and a report on the implementation of action for change completed with administrative documents as a form of accountability
- Action for Change is the result of a diagnosis process in an organizational work unit that meets the actual elements (up to date) and is believed to have full support from both direct superiors and related stakeholders.
- Must be Feasible, Implementable, have resource support, and manageable due to the existence of limitation
- Action for Change is long-term in nature to realize ideal conditions so that its sustainability must be maintained
- It is recommended that the learning products for action for change are paperless and use videos to describe the achievement of the product and their benefits from the products that have been produced.

Path analysis describes the direct and indirect influence of a set of variables. There

are three research variables in this research, namely: the independent variable (X), the dependent variable (Y) and the Intervening variable (Z) The intervening variable also stands for multiple regression analysis. The intervening variable in this study is orientation. The realization policy and the utilization of action for change program from a sociological perspective is proven to have an influence on action for change. Orientation is proven as a mediating influence between policy realization and the utilization of action for change program towards action for changes. The value of all questionnaire items is valid, all items have a Pearson correlation value  $<0.05$ . The results of Reliability test (Cronbach's negligence  $> 0.6$ ). From the results of the normality test, it is found that the Asdemotivasimp value. Sig.  $0.200 > 0.05$  so that it can be concluded that the data is normaly distributed. The results of Linearity Test (Sig.  $> 0.005$ ), results from Multicollinearity Test (VIF  $<10,000$ ) and results from Heteroscedasticity Test (Sig  $<0.05$ )

- a. Model 1 (realization policy  $\rightarrow$  action for change)

$$\text{Action for change} = b_1 \text{ policy realization} + e_1$$

$$\text{Action for change} = 0.655 \text{ policy realization} + 0.75$$

- b. Model 2 (program utilization  $\rightarrow$  action for change)

$$\text{Action for change} = b_2 \text{ program utilization} + e_2$$

$$\text{Action for change} = 0.853 \text{ policy realization} + 0.52$$

- c. Model 3 (realization policy- orientation  $\rightarrow$  action for change)

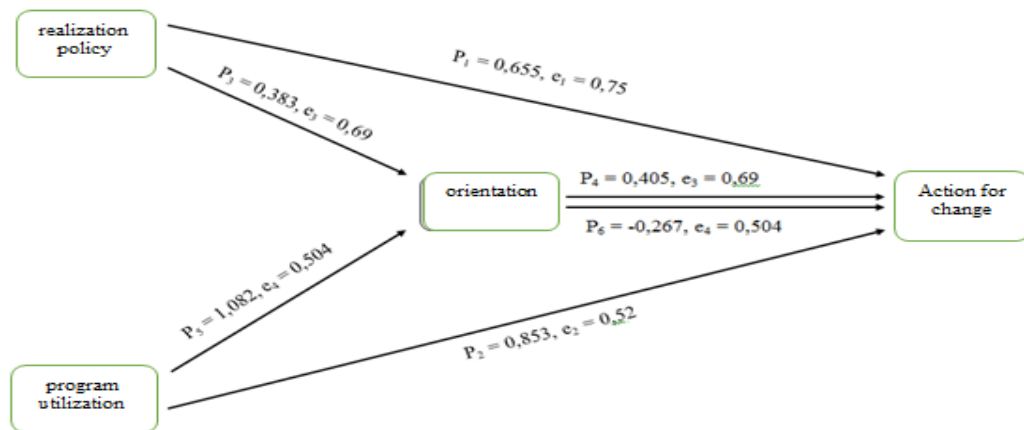
$$\text{Action for change} = b_1 \text{ policy realization} + b_2 \text{ orientation} + e_3$$

Action for change = 0.383 policy realization + 0.405 orientation + 0.69

Action for change = b1 program utilization + b2 orientation + e4

d. Model 4 (program utilization - orientation → action for change)

Action for change = 1,082 program utilization - 0.267 orientation + 0.504



## CONCLUSION

The conclusions and recommendations of this research on the Study of Perspective on the Sustainability of Action for Change: Sociological Review of Wisdom training on Supervisory Leadership Training at BPSDM West Kalimantan Province are as follow:

### Conclusions

1. Policy realization towards the perspective of sustainability of action for change. The supervisor leadership training is by designing program based on changes in the mindset and culture set of bureaucratic behavior, namely PDCA (plan, do, check and action)
2. The utilization of action for change program from a sociological perspective on the sustainability of action for change. The Supervisor Leadership Training can be utilized theoretically, practically and paradigmatically. Basically, a sociological perspective is very useful in improving and developing management training from the perspective of theory, practical policy, and paradigm change

3. The hypothesis of the policy realization and utilization of action for change program from a sociological perspective, namely there is an influence of the realization policy variable, the orientation variable and the program utilization variable on the action for change.

### Recommendations

Based on the results of the research conducted, it is suggested that:

1. For the West Kalimantan Provincial Government, especially the West Kalimantan Province Human Resources Development Agency as the implementer of the Supervisory Leadership Wisdom training, it can run well during the PKP e-learning learning process, namely the improvement of professionalism and providing infrastructure. In the future, in the training, there should be **Rewards and Punishment** for training participants who are consistent in the sustainability of the action for change **after the evaluation** of education and training that the real winner is not from the PKP participant announcement in the final section of the

- training that the **real winner is PKP Participant with the existence of Sustainability of Action for change.**
2. **Monitoring and Evaluation of Apparatus Performance**, namely Building a joint commitment in the utilization of sustainability of PKP action for change and compiling a Standard Operating Procedure (SOP), upgrading reports every month until every 6 (six) months after that, continue the evaluation stage according to calculations, namely 6 (six) to 12 months the evaluation process of each training.
  3. **Increasing the capacity of governmental institutions**, namely: For work units related to where training participants come from, action for change can be used as standard guidelines in implementing government policies throughout West Kalimantan Province and related work units (agencies) in order to maintain good communication accompanied by policy executives and target groups policies so that the goals and targets of action for change can be successful as expected and improve skills and professionalism as the energy of the apparatus in controlling and implementing policies to strengthen action for change.
  4. **Strengthening the Apparatus Network**, warning for the movement of PKP participants so that there is no rotation. If there is a shift in position rotation, the eligibility upgrade can be checked at point 2 whether it is feasible to do the rotation from the results of the participant's professional upgrade.
  5. **Critical Thinking**, namely for *widyaiswara* can encourage participants with **up to date innovation on the sustainability of action for change.** Provide a discourse and description with a keyword of the main tasks and functions of the training participants as innovation findings.
  6. **Strengthening Apparatus Networks**, namely the results of action for change can

**be socialized** to the public as public education in maximizing services to provide the public or other institutions **Literacy Innovation** cross-sector collaboration.

7. **Dissemination (Stampings)**, namely the objective impact of action for change that can be absorbed and enforced throughout government and levels or community organizations so that the utilization of action for change experiences sustainability and there is a change in the behavior of the training participants to make the Action for Change has meaning and benefits.

The West Kalimantan provincial government arranges **Action for change Zone Master Plan** because it is important to be arranged in relation to the behavior of the training participants in achieving meaning and realization of the utilization of action for change for the development and services to the community.

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