

Managerial Performance-Based Education and Training in South Sulawesi

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Abstract

The purpose of this study to analysis the effect of training service toward performance of managerial, to analysis the effect of training service toward organization governance, and analysis indirect effect the training service through performance of managerial toward organization governance on BPSDM South Sulawesi Province. The research applied on BPSDM South Sulawesi Province with population as amount 583 employees and samples as amount 237 respondent through Slovin formulation. Data from questioner to analysis with path analysis. The result of research with path analysis obtained: the first, implementation of training service have effected toward organization governance in BPSDM. The second, the practice performance of managerial not yet to support the implementation of training service in effect toward organization governance in BPSDM. The result of test showed that the training service have positive and significant toward organization governance. That meaning the implementation of training service, so can to increase the organization governance. better of implementation the training service so the organization governance in BPSDM South Sulawesi Province more increase it.

Keywords: Education, Training, Managerial Performance

Abstrak

Tujuan penelitian ini adalah untuk menganalisis pengaruh layanan pelatihan terhadap kinerja manajerial, menganalisis pengaruh layanan pelatihan terhadap tata kelola organisasi, dan analisis pengaruh tidak langsung layanan pelatihan melalui kinerja manajerial terhadap tata kelola organisasi di BPSDM Provinsi Sulawesi Selatan. Penelitian ini diterapkan pada BPSDM Provinsi Sulawesi Selatan dengan populasi sebanyak 583 pegawai dan sampel sebanyak 237 responden melalui rumusan Slovin. Data dari kuesioner diolah dengan analisis jalur. Hasil penelitian dengan analisis jalur diperoleh: pertama, pelaksanaan layanan diklat berpengaruh terhadap tata kelola organisasi di BPSDM. Kedua, kinerja praktik manajerial yang belum mendukung pelaksanaan layanan diklat berpengaruh terhadap tata kelola organisasi di BPSDM. Hasil pengujian menunjukkan bahwa layanan pelatihan berpengaruh positif dan signifikan terhadap tata kelola organisasi. Artinya terselenggaranya layanan pelatihan, sehingga dapat meningkatkan tata kelola organisasi. lebih baik pelaksanaan pelayanan diklat agar tata kelola organisasi di BPSDM Provinsi Sulawesi Selatan lebih meningkat.

Kata kunci: Pendidikan, Pelatihan, Kinerja Manajerial

INTRODUCTION

Today in our country, the people expect the government to be able to implement good governance, namely the administration of government that is effective, efficient, transparent, accountable, and responsible. Effective means that the implementation is right on target in accordance with the strategic planning that has been set, efficient means that the implementation is carried out in an efficient and effective manner, transparent means that all policies carried out by state administrators are open, everyone can carry out direct supervision so that they can provide

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an assessment of their performance. Regarding the results achieved, accountable means that government administrators are responsible for the policies that have been set, and are accountable for their performance to all citizens at the end of each year of government administration (Abdillah et al., 2020; Indirwan, 2020).

The Human Resources Development Agency (hereinafter referred to as BPSDM) of South Sulawesi Province, in facing the challenges of the 5.0 era of society, is always required to make improvements and develop policies related to education and training services, improving performance and good organizational governance. This fact is certainly very realistic considering that the transformation of bureaucracy and technological innovation has an accelerating effect in developing its work which is in line with the vision and mission it carries.

The vision of BPSDM of South Sulawesi Province is "Leading in Competency-Based Human Resource Development Innovation". This vision becomes the soul of the organization (soul organization) so that every individual, group and leader in an organization has responsibility and is responsible for all the work achieved in realizing the vision.

The foundation of this vision is the cause of the organization's mission to be actualized responsibly. The missions carried out by the BPSDM of South Sulawesi Province are: 1) realizing the planning and development of competency-based training programs; 2) realizing the implementation of education and training based on the quality management system and based on information technology; 3) expanding network with stakeholders; and 4) realizing commitment to education and training regulations. This mission becomes easy to actualize in real terms if it is in line with the implementation of education and training services through managerial performance on organizational governance.

The fact that the implementation of education and training services implemented at BPSDM so far still needs to be further improved, due to the fact that the services provided have not shown reliable services in their implementation, there is still a need to improve guarantees for the education and training outputs that have been held, physical evidence of services still needs to be provided and completed, service empathy still needs to be improved and improved, including responsiveness in the implementation of education and training. It can be seen that various inputs are found to improve and perfect the implementation of education and training services towards improving managerial performance and organizational governance. Sukirman (2018) successful implementation of education and training requires efforts to implement the best education services in improving managerial performance and organizational governance.

The impact of the implementation of training services that are not in accordance with efforts to improve managerial performance, BPSDM currently in organizing training activities still needs to improve itself from a series of assessments of managerial performance achievement. Managerial performance that still needs to be improved is from input (participants, *widyaiswara* and materials), process (training activities, media and methods), output (competence and output achievement), output (budget and policy support), benefits (benefits and allocation of training) and the impact (responsibility/evaluation of education and training) so far still needs to be addressed and improved to produce good organizational governance from the implementation of education and training services through improving performance (Burhanuddin, 2020).

The aim of improving organizational governance from the implementation of education and training services through managerial performance, which is seen today at BPSDM, still shows gaps in improving good governance, so as to realize the principles of organizational governance. Facts about

governance that still need to be improved in actualization are equality of all organelles involved in the implementation of education and training without discrimination, need for integrated responsibility from all elements of the organization, all activities are actualized by people who have competence, accountability in developing work mandates (Abdillah et al., 2021), transparency in various reports, carried out with full compliance, works in line with the vision, is based on commitment and a high sense of justice for all education and training activities. Facts about improving organizational governance become necessary and important to be addressed in accordance with service implementation and performance improvement. Kamil (2019) organizational governance is easy to actualize according to the principles of good governance if it is realized through increased performance on the implementation of the education and training services that are applied.

The following shows the data on the development of the implementation of education and training services, the percentage of which has increased and decreased, starting from 2016 - 2020 the implementation of services occurred between 2016 - 2019 an increase of 12.6 percent from data in 2016 of 65.8 percent, 2017 of 69.7, 2018 of 70.9 percent, in 2019 by 78.4 percent. While in 2020 it decreased due to the pandemic period, which was 52.8 percent, there was a decrease of 25.6 percent. Judging from the level of managerial performance achievement based on the same data, it shows that there are ups and downs, between 2016 - 2019 there was an increase of 12.6 percent from the 2016 data of 70.3 percent, 2017 of 75.7, 2018 of 76.5.9 percent, in 2019 it decreased to 69.5 percent or a decrease of 7 percent. While in 2020 it also decreased due to the pandemic period, which was obtained by 65.4 percent, there was a decrease of 4.1 percent. The achievement of organizational governance based on the same data shows that there is a decrease from 2016 to 2020, which is 72.8 percent from 2016 data, which was 63.4 percent, in 2018 it was 62.7 percent, in 2019 it decreased to 60.5 percent and in 2020 it was 58.9 percent. From 2016 to 2020, the decline was 13.9 percent.

The facts and data indicate that there is a gap that service implementation, managerial performance and organizational governance need to be observed because there is a difference between reality and desired expectations. Gap research from this study shows that the implementation of education and training services has not met expectations, where BPSDM wants the realization of a training institution that is able to provide services that are in accordance with institutional accreditation standards, as well as the achievement of managerial performance still needs to be improved in realizing the target of training institutions that excel and the realization of good governance. excellent organizational management. Which is different from the gap theory put forward by several experts, including Alfisyahrin (2020) regarding an integrated service orientation that organizations that perform and are well managed have a quality service orientation. Nandang (2019) theory of achievement that every organization and its devices achieve brilliant achievements if performance targets are met. Likewise with the integrated orientation theory of Dwiyanto (2019), every organization that is managed according to the principles of integrated-oriented governance will realize good governance.

This research is relevant in generating research updates with several previous studies. Researchers Dongju Rew, Judy A. Siguaw & Xiaojin Sheng (2020) show the results of the study that among the three independent variables observed (service, satisfaction and performance) on organizational governance it was found that satisfaction is a determinant of the realization of performance on services provided by organizations in good governance. Including research conducted by Ahmad Sururi (2020) that the implementation of services and performance can only be applied to agencies that have leadership and human resource competencies that are able to carry out good organizational governance. The results of this study are different from previous studies where the satisfaction variable is not an observed variable,

nor does it observe leadership and human resource competencies in education and training management, so that service and performance are considered in this study to determine good organizational governance.

Research conducted by Wisber Wiryanto (2020) provides different research results, especially in the implementation of service implementation between previous research and this research. Likewise, research from Bertha Lubis (2020) found that service implementation does not directly contribute to good organizational governance because competence and work motivation do not support improving organizational performance and governance. Although these two studies make managerial performance and organizational governance as a follow-up variable and an objective variable. Previous studies examined the implementation of services based on indicators of speed, convenience, smoothness, efficiency, effectiveness and economy which differ from the indicators of this study in the form of reliability, assurance, physical evidence, empathy and responsiveness, so the results show different recommendations for research results.

Research conducted by Mardiasmo, Barnes, & Sakurai (2008) and Listriyanti Palangda (2020) where the results of his research show that the key to the success of an organization in providing services and good governance depends on the achievement of managerial performance. The results of previous studies are different from the results of this study, namely the implementation of education and training services has an effect on organizational governance, and through managerial performance it has not been able to encourage the implementation of education and training services in influencing organizational governance. This indicates that there is a difference in providing conclusions from the findings of previous studies with this study.

Research conducted by Suryawan (2021) shows that governance findings are difficult to realize if education and training services and managerial performance have not been implemented properly. Meanwhile, research conducted by Wijayanti (2020) shows the results of good education and training services if integrated quality management is applied to realize good organizational governance. The two researchers have different findings from the results of this study where this study shows that the implementation of education and training services has an effect on improving organizational performance and governance partially. Indirectly, the implementation of education and training services through managerial performance is not significant to organizational governance.

Researchers Faith Permatasari (2020) and Rezki Febria Nurita (2016) there are differences in the observed variables. There are those who examine the implementation of education services through institutional accreditation towards good governance and the other examines organizational governance through performance to become superior institutions, both of which observe about education and training institutions, of course the theoretical arguments, and the results of previous studies with this study are different.

Based on the background, this study aims to examine the impact of training services on management performance, organizational governance, and indirect influence of training services on organizational governance through managerial performance on BPSDM South Sulawesi Province.

RESEARCH METHOD

This research is quantitative research. The population in this study were all BPSDM employees in South Sulawesi Province as many as 583 people. Withdrawal of research samples using the Slovin formula obtained 237 respondents. Data collection techniques using a questionnaire. The education service variable was measured by 5 question items which were measured using a 5-point Likert Scale. The

managerial performance practice variable was measured by 6 question items using a 5-point Likert Scale. The organizational governance variable was measured with 9 question items using a 5-point Likert Scale. Data analysis was tested using descriptive statistical tests and data quality tests. Descriptive statistical testing consists of: the amount of data (sum), maximum data, minimum data, average data (mean), and standard deviation data. While the data quality test consists of validity and reliability tests of data.

The validity test was carried out by calculating the correlation between the scores of each question item and the total score. If the correlation between the scores of each question item and the total score has a significance level below 0.05, then the question items are declared valid and vice versa (Ghozali, 2018). Test the reliability of the data using the Cronbach's Alpha method. A question can be categorized as reliable if the alpha value is greater than 0.6 (Nunnally in (Ghozali, 2018)). The hypothesis testing method uses the path analysis method (Path Analysis). To test the hypothesis in this study, the following research model was used:

$$\text{PABP} = b_1 \text{PPGUG} + e_1 \quad (1)$$

$$\text{KM} = b_1 \text{PPGUG} + b_2 \text{PABP} + e_2 \quad (2)$$

Information:

PPGUG = Education Service;

PAPB = Managerial Performance;

KM = Organizational Governance;

b1-b2 = Coefficient;

e = error term.

RESULTS AND DISCUSSION

Implementation of Educational Services Through Performance Managerial

In the Implementation of Education and Training Services, the results of research conducted by Suryawan (2021) and Palangda (2020) found that the implementation of education services had an effect on organizational governance, and through managerial performance it had not been able to encourage the implementation of education services in influencing organizational governance. In this study, we will examine the education service variable in the education service implementation process, in order to improve managerial performance on organizational governance at BPSDM South Sulawesi Province.

The data quality test consists of two tests, namely: data validity test and data reliability test. In the following, the results of the data validity test and the data reliability test results are presented. The following data are the results of the validity test of the three variables used in this study, namely education and training services, managerial performance, and organizational governance. In Table 1 below, the results of the data validity test for the education service variable are presented.

Based on Table 1, it can be seen that the question items on the education service variable are declared valid because all question items have a significant correlation value at the 0.01 level (2-tailed). Furthermore, in Table 2 below, the results of the data validity test for managerial performance variables are presented.

Table 1. Results of the Validity Test of Education and Training Service Variables

Question Items	Pearson Correlation	Sig. (2-tailed)	Information
1 (PK1)	0,811**	0,000	Valid
2 (PK2)	0,795**	0,000	Valid
3 (PK3)	0,714**	0,000	Valid
4 (PK4)	0,693**	0,000	Valid
5 (PK5)	0,828**	0,000	Valid

** . Correlation is significant at the 0.01 level (2-tailed)

Source: Processed primary data

Table 2. Validity Test Results of Managerial Performance Variables

Question Items	Pearson Correlation	Sig. (2-tailed)	Information
1 (KM1)	0,763**	0,000	Valid
2 (KM2)	0,824**	0,000	Valid
3 (KM3)	0,833**	0,000	Valid
4 (KM4)	0,881**	0,000	Valid
5 (KM5)	0,854**	0,000	Valid
6 (KM6)	0,856**	0,000	Valid

** . Correlation is significant at the 0.01 level (2-tailed)

Source: Processed primary data

From Table 2 it can be seen that the question items on the managerial performance variable are declared valid because all question items have a significant correlation value at the 0.01 (2-tailed) level. Finally, in Table 3 below, the results of the data validity test for organizational governance variables are presented.

Table 3. Results of the Validity Test of Organizational Governance Variables

Question Items	Pearson Correlation	Sig. (2-tailed)	Information
1 (TKO1)	0,754**	0,000	Valid
2 (TKO2)	0,733**	0,000	Valid
3 (TKO3)	0,759**	0,000	Valid
4 (TKO4)	0,554**	0,000	Valid
5 (TKO5)	0,648**	0,000	Valid
6 (TKO6)	0,537**	0,000	Valid
7 (TKO7)	0,763**	0,000	Valid
8 (TKO8)	0,711**	0,000	Valid
9 (TKO9)	0,694**	0,000	Valid

** . Correlation is significant at the 0.01 level (2-tailed)

Source: Processed primary data

From Table 3 it can be seen that the question items on the organizational governance variable are declared valid because all question items have a significant correlation value at the 0.01 (2-tailed) level.

Data reliability test was conducted to assess the consistency of the research instrument. A research instrument can be said to be reliable if the Cronbach Alpha value is above 0.6. In Table 4 below, the results of the reliability test of the variables in this study are presented.

Table 4. Research Variable Reliability Test Results

No	Variable Name	Cronbach's Alpha	Information
1	Education Service (Training)	0,797**	Reliabel
2	Managerial Performance	0,795**	Reliabel
3	Organizational Governance	0,767**	Reliabel

Source: Processed primary data

From Table 4 it can be seen that all the variables tested in this study were declared reliable because the Cronbach Alpha value was above 0,6. Hypothesis Test Results. Based on the results of data testing, the following Table 5 presents the results of data processing for compiling the Equation Model 1:

Table 5. Statistical Output for Compiling Path Coefficients of Equation 1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	21,446	4,734		4,530	,000
	PK	-,071	,243	-,039	-,294	,770

a. Dependent Variable: KM

Source: Processed primary data

From the data in Table 5 above, it can be seen that the beta value of the education service variable in equation (1) is -0.039 with a significance value of 0.770. This means that the education service variable does not affect managerial performance. The standardized beta value of -0.039 is the path value or p2 path.

Furthermore, in Table 6 below, the results of the SPSS output are presented to construct the equation model 2:

Table 6. Statistical Output for Compiling Path Coefficients of Equation 2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,584	4,338		4,514	,000
	KM	,008	,103	,009	,078	,938
	PK	,689	,192	,431	3,600	,001

a. Dependent Variable: TKO

Source: Processed primary data

From the data in Table 6, it can be seen that in equation (2), the beta value of the managerial performance variable is 0.009 with a significance value of 0.938, while the beta value of the education service variable is 0.431 with a significance value of 0.001. From these findings, it can be interpreted that the managerial performance variable has no effect on the organizational governance variable, while the education and training service variable has an effect on the organizational governance variable. The standardized beta value of the managerial performance variable of 0.009 is the path value or p1 path, while the standardized beta value of the education service variable of 0.431 is the path value of path 3.

To calculate the value of e1 can be seen in Table 9. From Table 7 it can be calculated the value of e1. The value of $e1 = (1-0.001)^2 = 0.998$. Thus, the value of e1 is 0.998. To calculate the value of e2 can be seen in Table 7 below:

Table 7. Statistical Output for Calculating the Value of e1

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin- Watson
1	,039 ^a	,001	-,016	4,996	1,640

a. Predictors: (Constant), PK

b. Dependent Variable: KM

Table 8. Statistical Output for Calculating the Value of e2

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin- Watson
1	,430 ^a	,185	,157	3,934	2,067

a. Predictors: (Constant), PK, KM

b. Dependent Variable: TKO

From Table 8 it can be calculated the value of e2. The value of $e2 = (1-0,185)^2 = 0.664$. Thus, the value of e2 is 0.664. Based on the results of the calculations in the first and second equations, as well as the calculations to obtain the values of e1 and the values of e2, the path analysis model can be obtained as presented in the following figure:

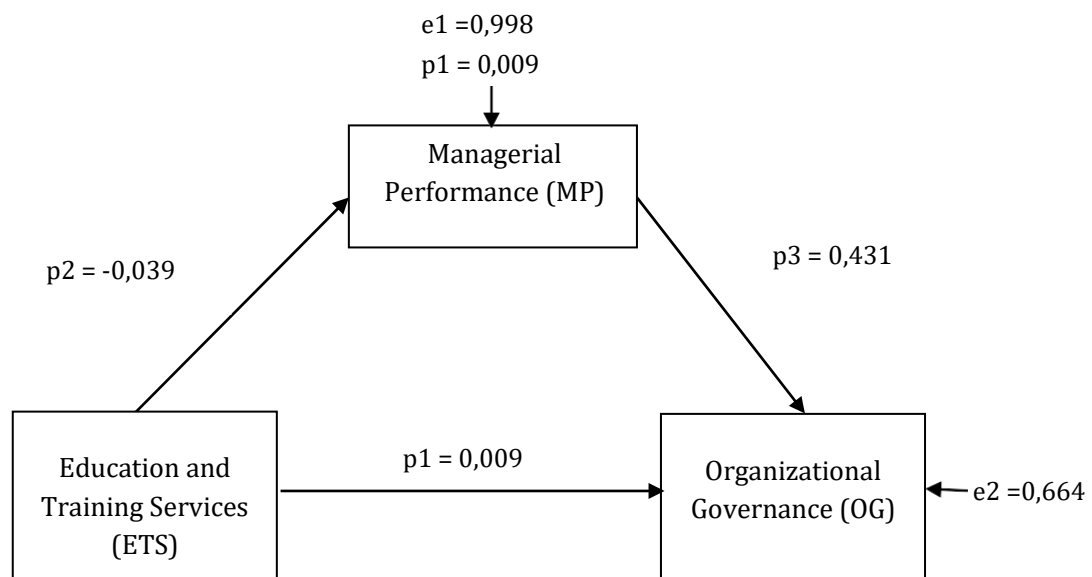


Figure 1. Test Results Using Path Analysis

Source: Researcher Process, 2021

From the path analysis model in Figure 1, it can be seen that the education and training service variable has a direct relationship with the organizational governance variable with a P1 value of 0.009, so the first hypothesis which states that: "the implementation of education and training services affects organizational governance" can be supported. This finding can be interpreted that the implementation of

education and training services at BPSDM South Sulawesi Province has a positive effect on organizational governance.

Furthermore, to find out whether the managerial performance variable can play a role or not as an intervening variable, it can be known through the following calculations: $p2 \text{ value} \times p3 \text{ value} > p1 \text{ value}$. Based on the results of calculations using this formula, it can be seen that the managerial performance variable can act as an intervening variable in this research model. Other test results show that the education service variable cannot act as an intervening variable. The following is the calculation result: $p2 \times p3 \text{ value} > p1 \text{ value} = -0.039 \times 0.431 < 0.009$, or $-0.017 < 0.009$. From these calculations it can be seen that the second hypothesis cannot be supported. Thus, the hypothesis which states: "the implementation of education and training services through managerial performance as an intervening variable affects organizational governance" cannot be supported.

From the test results, it can be seen that the education and training service variable has a positive effect on the organizational governance variable. This means, with the implementation of education and training services, it can improve the implementation of organizational governance. The better the implementation of education and training services, the organizational governance within the BPSDM of South Sulawesi Province will increase. This finding is in line with what was stated by Anthony & Govindarajan (2017) which states that organizational governance is determined by equality, responsibility, competence, accountability, transparency, compliance, in line with vision, commitment and fairness in getting good service. The governance of the organization will run well in line with the implementation of education and training services, namely reliability, assurance, physical evidence, empathy and responsiveness. The education and training services can be achieved if the preparation process involves all elements of the organization that carry out education and training activities. Meanwhile, managerial performance is determined by input, process, output, outcome, benefit and impact.

Good governance will balance the needs and demands of the organization for the education and training services so that there is an increase in managerial performance. The main objective of managerial performance is to increase the contribution of human resources to the organization in order to achieve organizational productivity. Which if translated into more operational objectives in the implementation of education and training services, namely, first, community objectives (societal objectives). To be socially responsible in terms of the needs and challenges arising from society. An organization that is in the midst of society is expected to bring benefits or benefits to the community. Therefore, an organization has a responsibility to manage the organization so that it does not have a negative impact on society.

Second, organizational objectives (organization objectives). To recognize that managerial performance exists (exist), it is necessary to contribute to the overall utilization of the organization. Managerial performance is not a goal and the end of a process, but a tool or tool to help achieve an overall organizational goal, namely good governance in accordance with the implementation of education and training services. Therefore, a unit or section in an organization is established to serve other parts of the organization.

Third, the purpose of the function (functional objective). To maintain the contribution of other parts so that the implementation of education and training services continues to be carried out optimally. In other words, every organization performs its function properly. And fourth, personnel objectives, to assist employees in achieving their personal goals, in the context of achieving organizational goals through participation in education and training. The employee's goals should be met, and this is already the motivation and maintenance of the employee.

Education and training is a process of changing employee behavior in terms of attitudes, abilities, skills, and knowledge in a direction to improve operational goals that are oriented in the short term to solve current problems and long-term preparation to face challenges in the future. Kamil (2019) efforts to improve the quality of human resources are determined by the education and training services organized by BPSDM. Through education and training, the organization prevents the organization from dealing with incompetent employees, especially in matters of discipline and employees who have outdated skills (Sutrisno, 2021).

The need for renewal and improvement in the field of administration to be able to cope with and support socio-economic development. Then it is necessary to give various new orientations, introductions to various administrative and management techniques which are felt to be weak. Expansion or increase in government functions that must be carried out. Education and training services must be in line with managerial performance in implementing appropriate forms of training and education for employees. The implementation of training includes, among others, basic education training (pre-entry training). This training is given to employees to be able to occupy a position. This kind of exercise is usually still providing basic knowledge about the jobs that will be handled later. These basic exercises are suitable for prospective employees before becoming civil servants, in order to provide orientation, complete the term of the candidate, and equip them with basic knowledge about the type of work.

Training after work or "post-entry training" or other terms "in service training". This training is given to employees who have worked or who have occupied their job posts. This kind of training is intended to enhance the quality of the performance of work tasks, or to prepare for the implementation of certain tasks in general and the progress of the employee concerned in particular. Furthermore, special position training (vestibules training). This kind of training is intended to prepare an employee for a certain position or certain special tasks that the employee has never done before. This exercise is actually the same as in-service training, only it has its own specificity, and is not too much different from vocational training.

In achieving effective education and training, an implementation system must be implemented in all system units. The key to successful implementation of education and training must be in accordance with good governance applied by an organization. The governance in question is to organize, regulate, and expedite all the rules of the game related to education and training activities. The implementation of good governance is absolutely necessary in line with the actualization of managerial performance. Implementation of organizational governance that prioritizes the importance of governance principles. Organizational governance is in accordance with the order theory proposed by Dwiyanto (2019) that organizational order ensures managerial performance in implementing good governance. This is also reinforced by the benefit theory from Alfisyahrin (2020) that organizations provide benefits in accordance with the implementation of service activities and the achievement of managerial performance on good governance. This becomes the scientific basis for understanding the need to understand the principles of organizational governance that are in line with managerial performance in the implementation of education and training services.

Good Governance (Orientation of BPSDM Organizational Governance of South Sulawesi)

In his research, Indirwan (2020) stated that good governance in its achievement must be supported by the public service as an orientation in service delivery. Public services are a crucial part of achieving the goals of good governance. The government builds a competitive atmosphere in providing services; Government oriented to market needs, not bureaucracy; Decentralized and more proactive governance.

Organizational governance at BPSDM is intended to see how far the implementation of education and training services is through managerial performance in South Sulawesi Province. In addition, it is also an evaluation study of the implementation of education and training services at the BPSDM of South Sulawesi Province in addition to empirical evidence about the impacts that occur.

In the analysis of organizational governance (good governance) conducted by Mulyadi & Romdana (2018) suggested 3 (three) research suggestions for the realization of a governance orientation in the implementation of services through managerial performance, namely: (1) improving financing; (2) fixing service time management problems; and (3) Immediately cooperate with related agencies. In an effort to implement education and training services at BPSDM South Sulawesi Province through managerial performance in order to realize an increase in good organizational governance, it is necessary to improve the three areas of efficient financing, fix ineffective time problems, and build cooperation with related agencies.

As discussed above, the results in this study show that the test results show that the education service variable has a positive effect on the organizational governance variable. Implementation of education and training services through managerial performance on organizational governance in BSPM South Sulawesi Province is influential. Anthony & Govindarajan (2017) say that organizational governance is determined by equality, responsibility, competence, accountability, transparency, compliance, in line with vision, commitment and justice to get good service. In contrast to what Mardiasmo, D., Barnes, P., & Sakurai, Y. (2008) said, good governance refers to the behavior of government agencies in implementing innovative policies and programs to improve the quality of public services with the ultimate goal of increase economic growth. From this, the results of research from Sururi (2020) in looking at the implementation of government public service performance, namely the more effective policy outputs in service implementation, the higher the performance of service policy implementation, as well as creating a good governance climate.

The problem of implementing education and training services raised by Palangda (2020) which explains that the implementation of education and training services affects organizational governance, and through managerial performance has not been able to encourage the implementation of education and training services in influencing organizational governance. This is because the maximum implementation has not been achieved in the orientation dimensions of good governance and there is discoordination between interrelated elements. As stated by Ratnawati & Suryawan (2021) in their research, it is related to the implementation of the reflection of good governance which should lead to improving the quality of public services, in this case the implementation of education services and improving managerial performance of organizational governance.

From the orientation of good governance to the implementation of education and training services and managerial performance through organizational governance at BPSM, South Sulawesi Province. An important point of the implementation of education and training that must be in line with good governance implemented by an organization. The governance in question is to organize, regulate, expedite all the rules of the game and standardize the provision of services related to education and training activities. Implementation in governance is absolutely necessary in accordance with the actualization of managerial performance. The application of organizational governance must prioritize the importance of the dimensions/principles of good governance.

CONCLUSION

This study aims to obtain empirical evidence about the impact of the implementation of education and training services through managerial performance on organizational governance at BPSDM South Sulawesi Province. Based on the results of data analysis using path analysis, two conclusions were obtained as follows: First, the implementation of education and training services affects the organizational governance of BPSDM. Second, managerial performance practices have not been able to encourage the implementation of education and training services in influencing the organizational governance of BPSDM.

This research is faced with at least two limitations, which are as follows. First, it has not involved the leadership as respondents in this study, even though the leader has a strategic position in determining policies and implementation of education service activities related to the implementation of managerial performance policies and improving organizational governance. Second, the data acquisition has not described in-depth information regarding the implementation of education and training services related to the achievement of managerial performance and improving organizational governance, this is because the data collection method is still using surveys through questionnaires.

Similar research in the future is expected to present more in-depth research results by taking into account the following two recommendations: First, involving the leadership as respondents in this study, because the leader has a strategic position in determining policies and the implementation of education and training services related to the implementation of managerial performance and organizational governance in order to obtain more comprehensive information. Second, it is recommended that further research be used in addition to using a survey method through a questionnaire, it also needs to be equipped with an in-depth interview method, in order to obtain more in-depth information about the implementation of education and training services through managerial performance that contributes to the implementation of organizational governance.

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