

# The Influence of Self Mastery Agenda, Change Diagnosis Agenda, Innovation Agenda and Effective Team Agenda on Adaptive Leadership Relating to Regional Development (Case Study on Echelon III Officials in North Sumatra Province)

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**Abstract.** Regional development is one of the efforts in order to utilize the potential of the existing area to obtain better conditions and life arrangements for the benefit of the community. For this reason, in the effort to develop regional areas, the government hopes that through the implementation of training and education, change leaders will be able to make changes and adapt to changes that occur in their environment. These changes were made in order to maintain the organization with a high level of performance. There are several agendas that become factors in influencing the formation of adaptive leadership in the implementation of education and training teams, namely the self-mastery agenda, the diagnostic reading agenda, the innovation agenda and the effective team agenda. The purpose of this research is to determine the effect of the self-mastery agenda, diagnostic reading agenda, innovation agenda, and effective team agenda on adaptive leadership and its relation to regional development. The method of analysis used in this research is multiple linear regression using descriptive methods through a quantitative approach. The number of respondents is 160 people. The results showed that: the self-mastery agenda had a positive and significant effect on adaptive leadership, the diagnostic reading agenda had a positive and significant effect on adaptive leadership, the innovation agenda had a positive and significant effect on adaptive leadership, the effective team agenda had a positive and significant effect on adaptive leadership and there was a fairly close relationship between adaptive leadership to regional development.

**Keywords:** Adaptive Leadership, Diagnostic Reading, Effective Team, Innovation, Regional Development, Self-Mastery

**Abstrak.** Pengembangan wilayah adalah salah satu upaya dalam rangka memanfaatkan potensi-potensi wilayah yang ada untuk mendapatkan kondisi-kondisi dan tatanan kehidupan yang lebih baik bagi kepentingan masyarakat. Untuk itu, dalam upaya pengembangan wilayah pemerintah mengharapkan melalui pelaksanaan diklatpim terbentuklah pemimpin perubahan yang akan mampu melakukan perubahan dan beradaptasi dengan perubahan yang terjadi di lingkungannya. Perubahan tersebut dilakukan dalam rangka mempertahankan organisasi dengan tingkat kinerja yang tinggi. Ada beberapa agenda yang menjadi faktor dalam mempengaruhi terbentuknya kepemimpinan adaptif dalam pelaksanaan diklatpim, yaitu agenda self-mastery, agenda diagnostic reading, agenda inovasi dan agenda tim efektif. Tujuan dalam penelitian ini adalah untuk mengetahui pengaruh agenda self-mastery, agenda diagnostic reading, agenda inovasi, dan agenda tim efektif terhadap kepemimpinan

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adaptif dan kaitannya dalam pengembangan wilayah. Metode analisis yang digunakan dalam penelitian ini adalah regresi linier berganda dengan menggunakan metode deksriptif melalui pendekatan kuantitatif dengan jumlah responden 160 orang. Adapun hasil penelitian diperoleh bahwa: agenda self-mastery berpengaruh positif dan signifikan terhadap kepemimpinan adaptif, agenda diagnostic reading berpengaruh positif dan signifikan terhadap kepemimpinan adaptif, agenda inovasi berpengaruh positif dan signifikan terhadap kepemimpinan adaptif, agenda tim efektif berpengaruh positif dan signifikan terhadap kepemimpinan adaptif serta ada kaitan yang cukup erat antara kepemimpinan adaptif terhadap pengembangan wilayah.

**Kata Kunci:** Agenda Diagnostic Reading, Agenda Inovasi, Agenda Self Mastery, Agenda Tim Efektif, Kepemimpinan Adaptif, Pengembangan Wilayah

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## 1. Introduction

Local governments need to implement policies and apparatus resource development programs that aim to improve the capabilities and insights of the apparatus as state servants and public servants as well as increase professionalism so that civil servants are able to work effectively and efficiently in carrying out their duties and responsibilities. One of the efforts to develop these apparatus resources is through education and training.

Education and training is also one way that is applied to a leader by using a change project approach. This is in accordance with the Regulation of the Head of the State Administrative Institution Number 18, 19, 20 of 2015 concerning Guidelines for the Implementation of Level II, III and IV Leadership Education and Training which is an amendment to the Regulation of the Head of the State Administrative Institution No. 11, 12, and 13 of 2013 concerning Guidelines Implementation of Level II, III and IV Leadership Training which was previously called the New Pattern Leadership Training which was born due to stakeholder dissatisfaction with the implementation of the Education and Training both in terms of the implementation curriculum design aspects and the instructors. Therefore, The State Administration Institute feels the need to make a breakthrough in education and training in order to be able to contribute to the preparation of the bureaucracy for the 2015 ASEA Community and the achievement of Vision 2025, namely a world-class government. [2]

Participation in Leadership Education and Training (Diklatpim) is a must in the world of bureaucracy, especially officials who are currently in structural positions, as stated in Perkalat No. 18, 19 and 20 of 2015 concerning Guidelines for Implementing Leadership Education and Training (Tk. II, III and IV) that education and leadership training for officials who will and / or have occupied structural echelon positions (II, III and IV) throughout Ministries, agencies and local governments are aimed at forming bureaucratic leaders who have high abilities in describing the vision and mission of agencies into agency programs and leading their implementation.

The implementation of the education and training held at the Provincial Human Resources Development Agency (BPSDM) is expected to be able to improve leadership competence

properly. The leadership competencies that are formed in the education and training team include at least two main things, namely: competence related to strengthening the national mentality and integrity, namely the formation of character and attitude of integrity behavior in accordance with laws and regulations and the ability to uphold public ethics, adhere to values, norms, morality, and is responsible for leading the agency; and managerial and leadership competencies including: able to formulate the vision and mission of the organization and describe it in organizational programs, be able to formulate effective policy strategies to realize the vision and mission of the organization, able to collaborate internally and externally in managing the organization, able to innovate, and able to optimize all potential resources owned. The core of the leadership competency in the training is to form change leaders. [1]

To become a leader of change, an apparatus must have 2 (two) inherent requirements, namely: First, a change leader must have clear objectives. A leader must be able to clearly define where to take the organization he leads. Clarity of purpose will be able to guide the organization and the personal in it towards a definite direction. Clarity of purpose will also be followed by clarity of what areas of change will be the object of the change. The area of change includes various fields including: organization, human resources, work and management and programs. Changes in the field of organization include: organizational structure reform, rightsizing, downsizing, work culture and others. Changes in the field of human resources include: carrier path, reward and punishment, remuneration, placement, and others. Changes in work procedures and governance include: filing systems, procurement systems, reporting systems, budgeting systems, and others. [4]

The second requirement as a change leader is the ability to influence. To achieve his goals, a change leader may not work alone, he needs a team / group / members to achieve the goals that have been set. Other people can come from within the organization (subordinates, superiors, peers) or from outside the organization (customers, society, etc.). Everyone has a different attitude in seeing the changes made by a change leader. The group that agrees will support the change, making it easy for the change leader to direct and mobilize it. As for the groups who disagree will oppose it or do not have any attitude, so that it becomes a challenge for the leader of change to find a way so that groups that do not have a positive response can participate in supporting the changes they are making.[4]

As for the Government's policy in determining regional autonomy, it requires each region to be able to explore its full potential in an effort to increase development for the welfare of the community.

Since the introduction of reforms, the implementation of regional autonomy has become much wider, so that local government officials have become increasingly important in carrying out their duties as implementers of public policy and as public servants as stated in UU No. 5/2014

concerning ASN (Aparatur Sipil Negara), UU No. 32 of 2004 concerning Regional Autonomy and UU No. 23/ 2014 concerning Regional Government and Law no.

Adaptive actually departs from the view that public leaders must recognize themselves and the conditions and aspirations of the community or the people they lead, the development, complexity and strategic environmental problems faced in various dimensions of life, as well as paradigms, and organizational and management systems in which they play a role because In an era that is very rapidly changing, where all aspects that affect the development of the organization have a very big influence, leadership that is able to think and act adaptively, is able to anticipate all changes and developments of the times, in an era that is very competitive and demands increasingly diverse, detailed needs. and the specifics become very relevant. Adaptive leadership is an absolute requirement for organizations that want to develop. (overview of the 2013 LAN leadership training)

To achieve adaptive leadership requires leadership training that is oriented to change projects through learning from the four agendas, namely: the self-mastery agenda, the change diagnosis agenda, the effective team agenda, and an innovation agenda that is organized to foster understanding and real application in every leadership.

The Human Resources Development Agency of North Sumatra Province is currently implementing independent education for leaders and prospective leaders to become adaptive leaders (change leaders) which has produced around 500 alumni to date who have spread across North Sumatra Province at echelon III level. For that, the results need to be measured to what extent the influence of the five training agendas, namely: Self Mastery Agenda, Diagnostic Reading, Innovation, and Effective Teams on Adaptive Leadership. Each of these agendas plays a role in shaping adaptive leadership. As a leader, Echelon III and IV officials are organizational resources that must have certain competency advantages to support the achievement of regional development by becoming adaptive leadership capable of bringing the regional sector they lead to achieve organizational goals. The purpose of organizing the Education and Training Center is to improve the leadership competence of echelon structural officials who will play a role and carry out government duties and functions in their respective institutions. By building visionary leadership competencies that are capable of collaborating with strategic stakeholders to address strategic national issues and lead the improvement of the performance of their institutions through the implementation of the right vision or policy direction.

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lead the improvement of the performance of their institutions through the implementation of the right vision or policy direction.

If a leader is able to be adaptive, his leadership will bring about various world changes, such as the leadership values of the Mayor of Surabaya which are implicitly inspired by the leadership of the Prophet that has been produced and become an important icon for his people (his people) in his example, among others: (1) able to uphold a sense of justice; (2) have a sense of love, empathy, and sympathy shown to fellow human beings; (2) have a sense of love, empathy, and sympathy shown to fellow human beings; (3) upholding the principle of honesty; (4) upholding the principle of mandate; (5) has intelligence in the intellectual, emotional, and spiritual dimensions; (6) being transparent in every implementation of their duties and responsibilities.

Regional Development according to Sirojuzilam [5] explains that basically it means an increase in the value of the benefits of the area for the people of a certain area being able to accommodate more residents, with an improved level of community welfare, in addition to showing more facilities / infrastructure, goods / services available and increasing community business activities, both in terms of type, intensity, service and quality. Sirojuzilam also assesses that most regional sciences in Europe argue that regional development includes four pillars, namely: institutional aspects, social aspects, economic aspects and ecological aspects. There are 3 (three) Regional Development Pillars, namely: (1) Natural Resources; (2) Human Resources; and (3) Technology. Through these pillars, a leader must be able to innovate for the success of the region in developing its territory and run a good government structure with innovative programs in advancing the region which has a national leadership orientation towards ideal bureaucratic reform. Conceptually, the ideal bureaucracy, bureaucracy is a bureaucracy that can provide excellent, fair and good service to the community as an aspirational aspect and monitors the sustainability of a bureaucracy with various programs that are carried out.

## **2. Method**

This study uses a descriptive research method with a quantitative approach. This research is not only limited to collecting and compiling data but includes the analysis and interpretation of the data that has been collected and everything in this research is determined from the results of data collection that reflect the real situation in the field. The location of this research is located at the Human Resources Development Agency of Sumatra Province, Jl. Ngalengko No. 1 Medan with training participants spread from all over the North Sumatra Provincial Government.

The research time was carried out for 3 (three) months starting from March 2019 to June 2019. The population in this study were officials / level leaders / echelon III in North Sumatra Province who had attended 2 (two) classes of training in 2018 and 2 (two) classes in 2019, each class consisting of 40 (forty) participants / class, so that the total number of participants is 160 (one hundred and sixty) people. The sample in this study is part of the population taken as a data source

and can represent the entire population. Arikunto (2001) states that if the population is less than 100, all of them are sampled. Thus, the number of samples in this study was 160 (hundred and sixty) people. The data used in this study are sourced from: (a) Primary data, through questionnaires and observations; and (b) Secondary Data, namely by reading / observing and studying documents, written evidence, such as reference books related to the object of research, forms and notes relating to the results studied. The data analysis used in this research includes descriptive analysis, analysis requirements test, and hypothesis testing.

### 3. Results and Discussion

#### 3.1 Result

After testing the requirements and fulfilling the requirements, it will be continued with hypothesis testing. The analysis in hypothesis testing is divided into 2 (two) stages, namely determining and testing the coefficient and testing the research hypothesis. Based on the results of calculations based on data obtained using SPSS 20 software, all the coefficients of each variable are positive and significant with an alpha of more than 0.05, with the Structural Equation being:

$$Y = 0.480 + 0.042X_1 + (-0.134) X_2 + 0.093X_3 + 0.970X_4 + 0.524e_1$$

The coefficient of determination obtained is  $R^2 = 0.725$ . This means that the variation of changes to the Self Mastery Agenda ( $X_1$ ), Diagnostic Reading Agenda ( $X_2$ ), Innovation Agenda ( $X_3$ ) Effective Team Agenda ( $X_4$ ) together can explain 0.725 variations of changes in Adaptive Leadership ( $Y$ ). Meanwhile, the influence of other variables on the Adaptive Leadership variable ( $Y$ ) is  $\rho_{y1} = \sqrt{1 - 0.725} = 0.524$ . These results indicate that there are other variables that affect Adaptive Leadership by 0.524. The results of the coefficient calculation using SPSS 20 are used as the basis for testing previously made hypotheses and for measuring the effect of the dependent variable on the independent variable in the structural model created for this study. In testing this hypothesis, it must meet the conditions if  $t_{\text{count}} > t_{\text{table}}$  then the coefficient is significant and vice versa if  $t_{\text{count}} < t_{\text{table}}$  then the coefficient is not significant. The results of the proposed hypothesis test can be explained as follows.

- a. Hypothesis 1: Test to prove that there is a positive relationship between Self Mastery Agenda ( $X_1$ ) and Adaptive Leadership ( $Y$ ), namely If  $\rho_{y1} = 0$  then  $H_0$  is accepted  $H_1$  is rejected, and if  $\rho_{y1} > 0$ , then  $H_1$  is accepted  $H_0$  is rejected. From the calculation results, the coefficient of Self Mastery Agenda ( $X_1$ ) on Adaptive Leadership ( $Y$ ) or  $\rho_{y1}$  is 0.042 with  $t = 1.410$  and sig. 0.160. Because the value of  $t_{\text{count}}$  is  $1.410 < t_{\text{table}} (1.97490)$ , the coefficient is not significant. Thus, it is evident that there is no positive and significant effect of the Self Mastery Agenda ( $X_1$ ) on Adaptive Leadership ( $Y$ ).
- b. Hypothesis 2: Test to prove that there is a positive relationship between the Diagnostic Reading Agenda ( $X_2$ ) on Adaptive Leadership ( $Y$ ), namely If  $\rho_{y1} = 0$  then  $H_0$  is accepted  $H_1$  is rejected, and if  $\rho_{y1} > 0$ , then  $H_1$  is accepted  $H_0$  is rejected. From the calculation results, the coefficient of Agenda Diagnostic Reading ( $X_2$ ) on Adaptive Leadership ( $Y$ ) or  $\rho_{y2}$  is -0.134

with  $t_{\text{count}} = -3.394$  and sig. 0,000. Because the  $t_{\text{count}}$  is  $-3.394 < t_{\text{table}} (1.97490)$ , the coefficient is not significant. Thus, it is proven that there is no positive and significant effect of the Diagnostic Reading Agenda ( $X_2$ ) on Adaptive Leadership (Y).

- c. Hypothesis 3 : Test to prove that there is a positive relationship between the Innovation Agenda ( $X_3$ ) and Adaptive Leadership (Y), namely if  $p_{y1} = 0$  then  $H_0$  is accepted  $H_1$  is rejected, and if  $p_{y1} > 0$ , then  $H_1$  is accepted  $H_0$  is rejected. From the calculation results, the coefficient of the Innovation Agenda ( $X_3$ ) on Adaptive Leadership (Y) or  $p_{y3}$  is 0.093 with  $t = 3.049$  and sig. 0.003. Because the value of  $t_{\text{count}}$  is  $3.049 > t_{\text{table}} (1.97490)$ , the coefficient is significant. Thus, it is evident that there is a positive and significant influence on the Innovation Agenda ( $X_3$ ) on Adaptive Leadership (Y).
- d. Hypothesis 4 : Test to prove that there is a positive relationship between the Effective Team Agenda ( $X_4$ ) and Adaptive Leadership (Y), namely If  $p_{y1} = 0$  then  $H_0$  is accepted  $H_1$  is rejected, and if  $p_{y1} > 0$ , then  $H_1$  is accepted  $H_0$  is rejected. From the calculation results obtained coefficient of Effective Team Agenda ( $X_4$ ) on Adaptive Leadership (Y) or  $p_{y4}$  of 0,970 with  $t = 18,983$  and sig. 0,000. Since the  $t_{\text{count}}$  is  $18,983 > t_{\text{table}} (1.97490)$ , the coefficient is significant. Positive and significant influence of the Effective Team Agenda ( $X_4$ ) on Adaptive Leadership (Y).
- e. Hypothesis 5 : Test to prove that there is a positive influence together Self Mastery Agenda, Diagnostic Reading Agenda ( $X_2$ ), Innovation Agenda ( $X_3$ ), Effective Team Agenda ( $X_4$ ) on Adaptive Leadership (Y) can be seen from the calculation results Anova. Simultaneous test (overall) of dependent / independent variables (self mastery, diagnostic reading, innovation and effective team) on the independent / dependent variable (adaptive leadership) can be done by comparing the probability value (sig) of the calculated results with a significance level in the study of 0,05, if: (a) the calculated value of the probability Sig. Is smaller than the significance level of 0.05, it is declared significant; (b) the calculated value of the probability value of Sig is greater than the significance level of 0.05, it is declared insignificant.

The results of the calculation of the regression test obtained that  $F_{\text{count}}$  value of 102,368 is greater than  $F_{\text{table}} 2.43$  with a probability value (sig.) = 0,000. Because the probability value of  $0.000 < 0.05$  means the Self Mastery Agenda ( $X_1$ ), the Diagnostic Reading Agenda ( $X_2$ ), the Innovation Agenda ( $X_3$ ), the Effective Team Agenda ( $X_4$ ), together have a positive effect on Adaptive Leadership (Y) with the results significant.

### 3.2 Discussion

#### a. Effect of Self Mastery Agenda on Adaptive Leadership

From the results of this study, it was found that the effect of the self-mastery agenda on adaptive leadership reached 0.042 or 4.2% with a  $t_{\text{count}}$  of 1.410, meaning that it was clearly illustrated that the role of self-mastery in the success of participants in making adaptive leadership as the final goal only affected 4.2% with insignificant influence. Self Mastery as

an agenda that provides knowledge for Tk. III is able to actualize the insight of nationality, the spirit of nationalism, accountability and ethics in his main duties and functions as a knowledge framework which is the basis for the leadership to face global challenges in the future. To become an adaptive leader, it is important for an echelon III official to master and actualize the 4 (four) things above.

b. The Effect of the Diagnostic Reading Agenda on Adaptive Leadership

From the results of this study, it was found that the effect of the diagnostic reading agenda on adaptive leadership reached -0.134 with tcount -3.394. This explains the absence of the influence of the diagnostic reading agenda in increasing adaptive leadership through strategic issues and diagnostic changes with insignificant effects. As for developing strategic issues, it is able to become the basis for an adaptive leader to read the ongoing situation, both institutional, regional and national in order to deepen understanding and broaden horizons to then be identified so that problems occur and become the forerunner to designing change projects in its work unit.

c. The Influence of the Innovation Agenda on Adaptive Leadership

From the results of this study, it was found that the influence of the innovation agenda on adaptive leadership reached 0.093 or 9.3%. These results explain the effect of innovation reaching 9.3% to achieve maximum adaptive leadership with a  $t_{\text{count}}$  of 3.049 which illustrates that the effect of innovation on adaptive leadership is significant. As for adaptive leadership, it must be prepared for the changes that will occur by making an innovation in the unit environment. A level III or echelon III leader must be able to become an innovator to support the development and progress of the institution so that it is not outdated. For this reason, an innovation agenda is needed which is the application of concepts, principles and theory of program innovation as well as innovating them for organizations to then seek to develop their own potential.

d. The Effect of Effective Team Agenda on Adaptive Leadership

From the results of this study, it was found that the effect of the effective team agenda on adaptive leadership reached 0.970 or 97%. This explains the effect of the effective team agenda as much as 97% through effective collaboration between echelon III officials and stakeholders, both internal and external in order to manage their duties and functions as leaders in their work units. The  $t_{\text{count}}$  was 19,983 which explained that the effect of the effective team agenda on adaptive leadership was significant.

The Effective Team Agenda is learning to identify stakeholders, mapping the values and interests of stakeholders and communicating strategies. Because these four things give a good enough influence to reorganize, network, and help an echelon III leader to become an adaptive leadership.



e. The Effect of Self Mastery Agenda, Diagnostic Reading Agenda, Innovation Agenda and Effective Team Agenda on Adaptive Leadership

From the results of this study, it was found that the influence of the self mastery agenda ( $X_1$ ), the diagnostic reading agenda ( $X_2$ ), the innovation agenda ( $X_3$ ), the effective team agenda ( $X_4$ ), together had a positive effect of 0.725 or 72.5% on Adaptive Leadership. (Y) with significant results. Adaptive leadership is leadership that is able to adapt to various changes and challenges in the future or with new circumstances. The role of the four agendas is to make an echelon III official excel in anticipating all problems that may arise in the future and being quick and responsive in decision making. A change project becomes a way out in making an adaptive leader, with policy changes and possible developments as well as quick and precise institutional adjustments. Adaptive leadership is the strength and availability of a work team that will be able to become a milestone for an organization's excellence in order to survive in any situation.

f. Adaptive Leadership Linkage with Regional Development

Development is a conscious effort from humans to take advantage of the environment in an effort to meet their daily needs. With development, human life and welfare can increase. The development objectives can be achieved by paying attention to various problems, including: (1) To control population growth and the quality of human resources; (2) Maintenance of environmental carrying capacity; (3) Control of ecosystems and species as resources for development; (4) Industrial development; and (5) Anticipating the energy crisis as the main support for industrialization. Regional development is one way to achieve successful development implementation. Based on the 2018 Government Work Plan (RKP), regional development will be aimed at growth and equitable development. Regional development growth in 2018 will be encouraged through the growth of the roles of the services sector, manufacturing sector and the agricultural sector. The increase in the contribution of these sectors is carried out in line with the continued development of strategic areas in areas that are the main prime movers (main growth drivers), including Special Economic Zones (KEK), Industrial Estates, Urban Areas (megapolitan and metropolitan), Tourism Areas and Areas based on agriculture and regional potential such as agropolitan and minapolitan. Regional development is a strategy to utilize and combine existing internal (strengths and weaknesses) and external (opportunities and challenges) factors as potentials and opportunities that can be utilized to increase regional production of goods and services which are a function of needs both internally and externally in the region.

These internal factors are in the form of natural resources, human resources and technological resources, while external factors can be in the form of opportunities and threats that arise along with their interactions with other areas.

In order to realize good governance, it is necessary to develop human resources. Human resource factors, managerial and leadership factors are crucial factors in organizational

development. The right personal placement is the key to the successful execution of a plan. Any good plan can fail in implementation because of this human factor. The purpose of human resource development is to improve the abilities, skills and attitudes of employees / members of the organization so that they are more effective and efficient in achieving program goals or organizational goals. Leaders are required to be able to skillfully guide the organization towards new strategic directions. Leadership is closely related to leaders. Leadership can only be exercised by a leader.

In the context of Regional Development, a leader is responsible for the quality of human resources in implementing management decisions. Management is intended as the basis for the development of an area that will have an impact on regional development. For this reason, leadership skills in management are needed which are also needed in development planning aimed at striving for harmony and balance of development between regions in accordance with their natural potential and utilizing this potential efficiently, orderly and safely.

Adaptive leaders are human resources needed in the implementation of regional development in the future, one of which has the goal of efforts to spur socio-economic development, reduce regional disparities and preserve the environment.

The challenges from time to time continue to change and a leader must be able to adapt and conquer these challenges. By applying adaptive leadership, a leader can see the bigger picture and can deal with conflict, which serves as the basis for developing the region.

#### **4. Conclusion**

Based on the results of research conducted at the Human Resources Development Agency of North Sumatra Province, the authors draw the following conclusions:

- a. The influence of the Self Mastery Agenda is 0.042 or 4.2% on Adaptive Leadership, with  $t_{\text{count}} = 1.410 > (1.97490)$  which explains the coefficient is not significant. It is proven that there is no positive and significant effect of the Self Mastery Agenda ( $X_1$ ) on Adaptive Leadership (Y).
- b. The existence of the influence of the Diagnostic Reading Agenda of -0.134 on Adaptive Leadership, with  $t_{\text{count}} = -3.394 > (1.97490)$  which explains the coefficient is not significant. It is proven that there is no positive and significant effect of the Diagnostic Reading Agenda ( $X_2$ ) on Adaptive Leadership (Y).
- c. The existence of the influence of the Innovation Agenda of 0.093 or 9.3% on Adaptive Leadership, with  $t_{\text{count}} = 3.049 > (1.97490)$  which explains the coefficient is significant. It is evident that there is a positive and significant influence on the Innovation Agenda ( $X_3$ ) on Adaptive Leadership (Y).

- d. There is an effect of the Effective Team Agenda of 0.970 or 97% on Adaptive Leadership, with  $t_{\text{count}} = 18,983 > (1.97490)$  which explains the coefficient is significant. It is evident that there is a positive and significant influence on the Effective Team Agenda ( $X_4$ ) on Adaptive Leadership ( $Y$ ).
- e. The influence of the Self Mastery Agenda, Diagnostic Reading Agenda, Innovation Agenda and Effective Team Agenda together has an effect on Adaptive Leadership amounting to 0.725 or 72.5% with Anova calculation results obtained by Fcount value of 102,368 greater than  $F_{\text{table}} 2.43$  with a value probability ( $\text{sig.}$ ) = 0.003 which means that the Self Mastery Agenda ( $X_1$ ), the Diagnostic Reading Agenda ( $X_2$ ), the Innovation Agenda ( $X_3$ ) and the Effective Team Agenda ( $X_4$ ) together have a positive effect on Adaptive Leadership ( $Y$ ) with good results and significant.
- f. Adaptive Leadership is closely related to Regional Development. Because regional development efforts occur from the efforts of a leader who is able to keep up with changes in facing future challenges. One of the formation of Adaptive Leaders is through the participation of Pim Education and Training held at BPSDM Provsu, by understanding and implementing the four agendas which become the basis for changes to adaptive leadership

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