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Vol 4, No 26 (2014)
In the reality, there are a lot of agricultural instructors who have low competence in doing their job. 

Competency development model for agricultural instructors in the province of Coronado, Panama.

Annotation: Learning, self-efficacy, motivation, self-esteem, and competencies development.

Introduction

The purpose of this study is to analyze internal factors that can formulate a model of competencies development in agricultural instructors. The internal factors that can affect the competencies development of agricultural instructors are learning, self-esteem, and self-efficacy. The model is verified by using multi-level SEM (structural equation model) through LISREL software.

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The research result of the Ministry of Agriculture, Republic of Indonesia (2000) concluded that the competency of the agriculture instructor in developing the agricultural sector is very low. This is caused by several factors, such as: (1) the knowledge and skill of the agriculture instructor, which are not prepared and which are not up-to-date, (2) the situation of the agriculture instructor in the workplace is not oriented, (3) the training for the agriculture instructor is not relevant, and (4) the information from the farmers is often not handled by them.

The agriculture program in Gorontalo Province is important to be done as an effort to develop the agricultural sector in the province. The reasons for this are: (1) Gorontalo has five districts and one city. The agriculture sector is one of the main economic sectors. The main crop in Gorontalo Province is rice. The research was conducted in Gorontalo Province which has five districts and one city. The research was conducted from April to August 2013. The research was conducted from April to August 2013. The research was conducted from April to August 2013. The research was conducted from April to August 2013.

Data and Sample

The variables of research were independent variables (X), motivation of agricultural instructor (Y), and variable was competency of agricultural instructor (V). The variables of research were independent variables (X), motivation of agricultural instructor (Y), and variable was competency of agricultural instructor (V).

The analysis unit of the research was agricultural instructor. The number of agricultural instructors in Gorontalo Province was 481. The number of agricultural instructors in Gorontalo Province was determined through proportional random sampling. The results of the names of agricultural instructors in Gorontalo Province are described on Table 1.
By using Solvin's formula (Sevilla, 1993), the number of agriculture instructor sample of this research in error standard as 8% is:

\[ n = \frac{481}{1 + 481(0.08)^2} \]

\[ n_i = \frac{N_i}{N} \times n \]

<table>
<thead>
<tr>
<th>District City</th>
<th>Number of sample (people)</th>
<th>Number of sample in each district/city</th>
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<tbody>
<tr>
<td>District of Gorontalo</td>
<td>43</td>
<td>118</td>
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<td>District of Bone Bolango</td>
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<tr>
<td>District of Beakema</td>
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<tr>
<td>District of Pohuwato</td>
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<tr>
<td>District of Gorontalo Utara</td>
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<td>Gorontalo City</td>
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<td>2</td>
<td>District of Bone Bolango</td>
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<td>District of Beakema</td>
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<td>Gorontalo City</td>
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</table>
The agricultural instructor competency model is based on Table 2. The results of this study show that the influence of the agricultural instructors' competency on the performance of the agricultural variable can be calculated through the equation of the agricultural model as follows: \[ Y = 0.63X_1 + 0.08X_2 + 0.22X_3 \] where each component of the agricultural competency model is the influence of each agricultural variable on the agricultural performance variable. After analyzing the results, it is found that the agricultural variable has the highest impact on agricultural performance.

The Agricultural Instructor Competency Model

Growing season: They are the first planting, maintenance, and harvesting activities undertaken by agricultural workers. The agricultural activities are performed on farms located in the agricultural provinces. In the agricultural provinces, in 2008-2009, the agricultural harvesting activities included planting, maintenance, and harvesting of crops in 2008-2009. The agricultural activities were performed in the agricultural provinces.

Therefore, the decrease in the number of agricultural instructors, compounded in the agricultural provinces, means that the agricultural activities are being performed by fewer agricultural instructors, which in turn affects the agricultural performance in the agricultural provinces.

In the agricultural provinces, the number of agricultural instructors is less than 412 people. Therefore, the decrease in the number of agricultural instructors, compounded in the agricultural provinces, has a significant impact on the agricultural performance in the agricultural provinces.

The result of the agricultural instructors' competency model is based on Table 2. The results of this study show that the influence of the agricultural instructors' competency on the performance of the agricultural variable can be calculated through the equation of the agricultural model as follows: \[ Y = 0.63X_1 + 0.08X_2 + 0.22X_3 \] where each component of the agricultural competency model is the influence of each agricultural variable on the agricultural performance variable. After analyzing the results, it is found that the agricultural variable has the highest impact on agricultural performance.

In the agricultural provinces, the number of agricultural instructors is around 412 people. Therefore, the decrease in the number of agricultural instructors, compounded in the agricultural provinces, has a significant impact on the agricultural performance in the agricultural provinces.
The influence of cultural insitutions' motivation appears in the means of the cultural insitutions' artificial majority in the 0.05 significance in a = 0.05, which means that the cultural insitutions' motivation will determine the means of the importance of the artificial majority the cultural insitutions.

The result of research shows that motivation variable influence significantly the component of the artificial.

A. The Influence of Characteristic on the Competency of Cultural Insitutions

\[
\begin{align*}
Y &= \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon \\
Y &= 0'30X1 + 0'88X2 + 0'22X3
\end{align*}
\]

The equation of measurement model: the equation of measurement model is explained as follow:

1. The equation of measurement model (actual)
2. The equation of measurement model (indirect)
3. The equation of measurement model (indirect)
4. The equation of measurement model (indirect)
5. The equation of measurement model (indirect)
6. The equation of measurement model (indirect)
7. The equation of measurement model (indirect)
8. The equation of measurement model (indirect)
9. The equation of measurement model (indirect)
10. The equation of measurement model (indirect)

The influence of cultural insitutions' motivation can be entered to the research population. Thus, the result of the model parameter estimation result can be derived by the research population.
The development of artificial intelligence is a race to search and deliver the information. The use of learning methods in each artificial intelligence includes the increasing of artificial intelligence's modal, the increasing of processing information of the artificial intelligence, the modal, and the increasing of the artificial intelligence's modal is similar with the real world. The increasing of artificial intelligence's modal is similar with the real world. The increasing of processing information of the artificial intelligence is similar with the real world. The increasing of the artificial intelligence's modal and the increasing of the artificial intelligence's modal is similar with the real world.
The significant influence of characteristic modification and independence variables is determined by three dimensions:

1. The influence of characteristic modification and independence variables is a significant
2. The influence of characteristic modification and independence to the competency of agricultural
3. The influence of characteristic modification and independence to the productivity of agricultural extension

The research result shows that there is a significant influence of characteristic modification, independence, and productivity of agricultural extension to help develop the productivity of agricultural extension.

The research result also shows that there is a significant influence of characteristic modification, independence, and productivity of agricultural extension to help develop the productivity of agricultural extension.

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Based on the research result and discussion, it can be concluded that...

Conclusions

The result of the research is that with the application of...

The research shows that there is a relationship between the competency of agricultural instructors and the performance of students. The performance of students is influenced by the competency of agricultural instructors, which is measured by the number of Passing students and the percentage of students who pass. The competency of agricultural instructors can be measured by the number of passing students and the percentage of students who pass. The competency of agricultural instructors can be measured by the number of passing students and the percentage of students who pass.

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Conducting research based on the specified objectives

I want to express my gratitude to the Ministry of Education and Culture of Indonesia for the financial support provided.

I would like to acknowledge the contributions of my advisor, Professor Dr. C. A. D. Anderson.

Theoretical Framework

1. The theoretical framework of the development of the empirical model of the beginning stage.

2. The theoretical framework of the development of the empirical model of the intermediate stage.

3. The theoretical framework of the development of the empirical model of the advanced stage.

Suggestions

1. Internal factors that influence the development process of the empirical model of the beginning stage.

2. The degree of the relationship between the beginning stage and the intermediate stage.

3. The degree of the relationship between the intermediate stage and the advanced stage.

4. The degree of the relationship between the advanced stage and the completion stage.

5. The degree of the relationship between the completion stage and the assessment stage.

6. The degree of the relationship between the assessment stage and the implementation stage.

7. The degree of the relationship between the implementation stage and the evaluation stage.