

PERFORMANCE IMPROVEMENT OF PAMONG BELAJAR AT SPNF SKB BATUDAA

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ABSTRACT

This study aims to determine the development of motivation and performance of the civil service in the Sanggar Kegiatan Belajar. The research used in this study is qualitative research with the type of research that describes research that discusses data based on facts (facts) obtained in the field. The method used was a survey method with a questionnaire submitted to respondents as an instrument of research and this study was a tutor to study at the SKB in the Non-formal Education School (SPNF) SKB Batudaa District, Gorontalo District, and the total sample of 9 respondents. The results of the study showed that the training organized by the Gorontalo Province Education Office was in the context of increasing learning competence, increasing the ability to become a benchmark to improve learning performance. But in reality in the field, the tutelage compilation is included in the training activities, not all of them implement the results of the training in the training venue. Of course this also affects Performance Improvement. Because tutors who have attended competency training and improved performance, by implementing the results of training in the workplace, but on the challenge, to implement the results of the training encountered unsupportive constraints, so that in the end the learning guard who should become a professional could not even be able to advance the institution.

KEYWORDS: Development, Motivation and Performance

INTRODUCTION

In the era of globalization, the Indonesian nation is currently concerned in efforts to improve human resources, because human resources are a very determining factor in the acceleration of a nation's development. Priyono (1996: 27) explains that human resource development is a very urgent factor in national development with the consideration that human resource development is an added value orientation in producing a more comprehensive national product in order to increase national productivity. Furthermore, he said that the development of development which is increasingly fast and complex and the development of globalization in the form of open relations between countries in the fields of economy, industry, trade, information, as well as advances in science and technology require the preparation of professional human resources.

One of these efforts is to promote work culture among government officials including Civil Servants (Teachers / Pamong learns). The issuance of the Menpen Decree No. 4 of 1991 regarding the socialization of work

culture cannot be separated from efforts to increase employee productivity and improve human behavior as one of the dominant resources.

Development in the field of education is an effort to educate the nation's life and improve the quality of Indonesian people as a whole. To realize this development, it is necessary to increase and perfect education. One of the efforts to perfect and enhance development goals in the field of education is the issuance of Law no. 20 of 2003 concerning the National Education System which stipulates that the national education system is carried out through two channels, namely the Formal and Non-Formal Education channels. This means that Non-Formal Education (PNF) has the same position as Formal Education, in other words that Formal Education and Non-Formal Education are complementary and complementary.

With the issuance of PP 73 of 1991 concerning Non Formal Education (PNF), the direction and goals of non-formal education became clearer. Non-Formal Education is education that is held outside of school through teaching and learning activities that are not tiered and sustainable, whether institutionalized or not. Meanwhile, the Non Formal Education unit (PNF) includes courses, study groups, families, and similar non-formal education units. In implementing Non Formal Education (PNF), the Learning Activity Studio (SKB) / Development Center. Learning Activities (BPKB) as UPT in the regions in the regions have a very important role.

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Therefore, to realize the duties and functions of the SKB / BPKB requires strong and professional personnel. With the issuance of the Decree of the Minister for Administrative Reform Number 127 / Menpan / 1988 dated 27 November 1933 concerning Work Motivation for Civil Service Students.

THEORETICAL BASIC

One important factor that can encourage optimal employee performance is motivation. Hasibuan (2003: 92) in Utomo's research (2010) states that motivation comes from the Latin word "movere" which means encouragement or driving force. Motivation is the impulse that arises in a person to take action because he wants to achieve the desired goal. The process of giving encouragement to employees so they can work to achieve company goals. In order to mobilize employees to suit what the company / agency wants, it must be understood that the motivation of the working employees, because this motivation determines the behavior of the people who work.

Koesmono (2005) in Murti and Srimulyani's (2013) research states that job satisfaction is an assessment, feelings or attitudes of a person or employee towards their job and is related to the work environment, type of work, compensation, relationships between colleagues, social relations in the workplace, and so on. . Needs are one of the important factors to motivate employees, because as humans, they must have various primary and secondary needs. With employee motivation, their needs will be met, so that job satisfaction will arise which has a positive impact on their performance.

According to Stephen P. Robbins and Mary Coulter (2009: 22)

"Management is the coordination and supervision of other people's work activities so that their activities are completed efficiently and effectively"

According to Armstrong and Baron (1998: 15):

"Performance is the result of work that has a strong relationship with the organization's strategic objectives, customer satisfaction and makes an economic contribution".

From the conceptions of management and performance as mentioned above, public sector performance management is defined as a method for measuring the progress of programs or activities carried out by public sector organizations in achieving results or outcomes (Mahmudi: 2005).

RESEARCH METHODS

The approach used in this research is a qualitative approach, namely a research procedure that produces descriptive data in the form of words or writings and behaviors that can be observed from the subject itself (Arif Furchan: 1992, p. 21). Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation (Imam Gunawan: 2013, p. 80). According to Sukmadinata, qualitative research is research that is used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions and people individually or in groups (Nana Syaodih Sukmadinata: 2009, pp. 53-60) In qualitative research methods that are usually utilized are interviews, observations, and documents (Lexy J. Moleong: 2012, p. 5)

This type of research is descriptive, namely research that describes information data based on facts (facts) obtained in the field (Suharsimi Ari Kunto 1993, p. 309) This research was conducted at the SKB Nonformal Education, Batuadaa District, Gorontalo District. The method used is a survey method by distributing questionnaires to respondents as a research instrument. The research time was carried out for approximately 3 months.

The population of this study was the tutors of learning at the Sanggar of Learning Activities in the Non-formal Education, Batudaa District, Gorontalo District. The number of samples was 9 respondents. Determination of sampling using proportional stratified random sampling. Data collection using questionnaires and tests. The instrument used has met the validity and reliability requirements. The data used to describe the profile was carried out by descriptive analysis.

RESULT AND DISCUSSION

Tutor to learn are civil servants who are given the full duties, responsibilities, powers and rights by the authorized official to carry out teaching and learning activities in the context of developing models and making pilots and assessments in the context of quality control and the impact of implementing out-of-school and youth education programs. and sports (Kepmenkwasbangpan No. 25 / KEP / MK.WASPAN / G / 6/1999; Article 1 (paragraph) 1. In general terms, tutors can be divided into two, namely skilled and expert tutors.

The main tasks of tutors in general consist of: (1) developing a model for non-formal and informal education programs, (2) carrying out teaching and learning activities in the framework of developing models and making PNFI programs, and (3) carrying out assessments in the context of quality control and implementation impact. PNFI program. Furthermore, based on their position in accordance with (Kepmenkwasbangpan No.25 / KEP / MK.WASPAN / G / 6/1999, tutors will be detailed again. Based on these main tasks, it can be concluded that the role of tutors is as follows (Wijatmoko, 2004).

1. Professional Development Competence

Professional development competence is closely related to how tutors can develop their career as well as applicable regulations. Positions are given based on the volume of work and achievements he has done. The capacity for professional development, especially in an effort to find various innovative models and to expand the scope of the PNFI program, can be used to support the implementation of kepanmangan activities.

2. Academic Competence

Academic competence is a characteristic of highly educated individuals, as well as broad horizons of their physical and socio-cultural environment, natural and artificial environment, including ways of seeking understanding of natural and socio-cultural phenomena. Ability to express thoughts clearly and straightforwardly in language that is easily understood both orally and in writing, the ability to assess the processes and results of their own thinking in addition to the processes and results of other people's thinking and express differences of opinion effectively. Academic ability is the basis for

studying, analyzing and criticizing phenomena that develop in the implementation of education (Hastuti, 2004).

3. Personal Social Competence

Social personal competencies include self-awareness (interests, talents, attitudes, and skills), self-confidence, communication with others, tolerance and concern for others, interpersonal relationships, understanding and problem solving, finding and developing positive habits, and independence and leadership. . Personal ability is the basis for the development of personality attitudes in dealing with phenomena and problems that exist in the internal and external environment (personal and environmental) (Hastuti, 2004).

4. Cultural Competence

Cultural competence is how the tutor learns to understand the values that develop in the society in which he is located and develop them for the benefit of administrative, personal, and institutional duties. Mastery of culture to strengthen the development of local and national cultural diversity in the selection or allocation of various PNFI programs according to regional needs (Hastuti, 2004).

5. Technical Competence

Technical competence is the tutor's competence in carrying out its duties and functions (job description) in accordance with the prevailing laws and regulations. At certain ranks, they have their own duties and authorities (Hastuti, 2004).

6. Facilities and technology

Facilities and technology are absolutely necessary so that the work process can run well. The work process can run well if the equipment and technology used are in accordance with the work field and standards.

Management in the classical sense is the art of obtaining results through various activities carried out by other people. The element of management activities is the existence of humans as actors, the existence of a system that is regulating and binding and the existence of goals or targets to be achieved. Of the three elements must be synergized with one another. Humans as actors must be supported with sufficient abilities to achieve the desired goals. The system must be applicable, binding but also flexible to make it easier for actors to achieve goals. The targets that must be achieved must also be realistic but also not too low. Achieving targets can be done gradually over a period of time and continuously.

A person's leadership type affects the work process because leadership is related to decision-making styles, maintenance of relationships between superiors and subordinates, views on the level of maturity or maturity of subordinates in both psychological and technical terms, orientation in meeting the needs of subordinates, perceptions of task performance associated with Relationships with subordinates. The factors that need to be considered by a leader include discipline, dress code, behavior, speech and as an agent of environmental dynamism.

Giving rewards and punishments must be implemented to support the work process so that it runs optimally. Rewards are given if: (1) tutors make achievements that affect the progress of the SKB; (2) tutors carry out their duties and obligations in accordance with their respective job descriptions; (3) the tutor is able to find new discoveries that are useful for the task of the kepomangan, SKB, and community members; and (4) tutors are dedicated and have high discipline.

Punishment is imposed if: (1) the tutor neglects his duties and obligations; (2) the tutor has violated the discipline of the SKB institution; (3) tutors violating religious, social and money law norms can damage the tutor's reputation as well as the SKB; and (4) access can be interpreted as providing easy access for tutors to develop their interests, talents, abilities, vision, and mission regarding their duties and obligations as civil servants to participate in PNFI programs. The work process will run optimally if the two variables meet the minimum standards of tutor performance.

The development and improvement of the SKB tutor's performance requires several steps. These steps are illustrated in the chart above. First, identify the problem. As described above, there are six variables that affect the tutor's performance. Of the six variables, it can be seen that the weaknesses that exist in the SKB tutor by

using the instrument as a standard or through observation. What variables are lacking, are they competence, facilities, and technology.

CONCLUSION

The tutor is the spearhead of the implementation of pilot programs and quality control of PNF programs carried out by the SKB so that the tutors must have various competencies to support their main tasks and functions. The main tasks of tutors are to develop models of non-formal and informal education programs, carry out learning and learning activities in the context of developing models and making PNFI programs and carrying out assessments in the context of quality control and the impact of the implementation of the PNFI program. There are several variables that affect the tutor's performance in carrying out their main tasks and functions. Each variable has a very large effect on the tutor's performance. These variables are the tutor's competence, facilities and technology, access that supports the main tasks and functions of the tutors, leadership, reward and punishment systems and management.

Competency enhancement is carried out by means of coaching, continuing schooling, apprenticeships, training, courses and independent study. The addition of facilities and technology is made to comply with the minimum standards of facilities and technology so that tutors do not encounter obstacles in completing their tasks. For staff support, there is a need for work synchronization, mutual support activities between staff and tutors. As for improving management, it is necessary to unify quality commitments and have clear work procedures.

Increased leadership by giving examples, maintaining relationships between superiors and subordinates as environmental dynamics. System improvement by way of increasing reward and punishment. Increased access by providing opportunities for tutors to obtain fast and accurate information as well as providing opportunities to participate in non-formal education activities in their work environment. Efforts to improve the tutor's performance need to be followed up by making policies and collaborating with related parties so that the tutor's performance can increase.

SUGGESTION

From the results of this study, tutors can be understood and followed up carefully. Head of SKB, to accommodate and provide opportunities and encouragement for tutors to actualize in order to implement the results of the training. The District / City Education Office, administratively provides facilities and opportunities for tutors invited to training. Meanwhile for the Provincial Education Office, in order to improve the quality of training and always improve the management of training delivery.

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