Analisis Keadaan Tenaga Pendidik di Politeknik Pertanian (STPP) Dosen Berdasarkan Data Empiris di Sumatera Utara

Analysis of The State of Educative Workers in Polytechnic of Agricultural (STPP) Lecturers Based on Empirical Data in Sumatera Utara

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ABSTRACT

The objectives of the study are determined to analyze the competencies, motivation and implementation of lecturers in improving performance. This research was conducted in 4 STPPs from 6 service education colleges under the Ministry of Agriculture namely Medan STPP, Bogor STPP, STPP Magelang and STPP Malang. The research area was chosen purposively with the consideration that the six locations were universities belonging to the Ministry of Agriculture which had received performance allowances since 2012. The researchers wanted to determine how the level of performance capabilities of government officials (PNS) especially lecturers in producing quality graduates. Lecturer competencies have a significant influence on the performance of lecturers. This indicates that the higher the competence possessed by the lecturer, the higher the performance of the lecturer. Lecturer competency consists of four types of competencies, namely pedagogic competence, social competence, professional competence and personality competencies. Based on purposively methods, the results of research in 4 (four) STPP, social competency is the ability to communicate and interact effectively and efficiently with students, fellow teachers, parents / guardians of students, and the wider community having the highest influence of 34.6%, then competency professional, ability in mastering subject matter widely and deeply, that is equal to 23.2%. Providing performance allowances which is one form of the reward and punishment system and provides a significant influence on the performance of the Lecturer.Motivation has no significant effect on the performance of the Lecturer in Agricultural Extension College (STPP).

Keywords: Analysis, educative, workers, STPP/Polbangtan, lecturers.

ABSTRAK

Tujuan penelitian ditentukan untuk menganalisis kompetensi, motivasi dan implementasi dosen dalam meningkatkan kinerja. Penelitian ini dilakukan di 4 STPP dari 6 perguruan tinggi layanan pendidikan di bawah Departemen Pertanian yaitu STPP Medan, STPP Bogor, STPP Magelang dan STPP Malang. Daerah penelitian dipilih secara purposive dengan pertimbangan bahwa enam lokasi tersebut adalah universitas milik Kementerian Pertanian yang telah menerima tunjangan kinerja sejak 2012. Para peneliti ingin melihat bagaimana tingkat kemampuan kinerja pejabat pemerintah (PNS) khususnya dosen dalam menghasilkan lulusan berkualitas. Kompetensi dosen memiliki pengaruh yang signifikan terhadap kinerja dosen. Hal ini menunjukkan bahwa semakin tinggi kompetensi yang dimiliki oleh dosen, semakin tinggi pula kinerja dosen tersebut. Kompetensi dosen terdiri dari empat jenis kompetensi, yaitu kompetensi pedagogik, kompetensi sosial, kompetensi profesional dan

kompetensi kepribadian. Berdasarkan uji secara metode purpossif, hasil penelitian di 4 (empat) STPP, kompetensi sosial adalah kemampuan untuk berkomunikasi dan berinteraksi secara efektif dan efisien dengan siswa, sesama guru, orang tua / wali siswa, dan masyarakat luas memiliki pengaruh tertinggi 34,6%, maka kompetensi profesional, kemampuan dalam menguasai materi pelajaran secara luas dan mendalam, yaitu sebesar 23,2%. Memberikan tunjangan kinerja yang merupakan salah satu bentuk sistem penghargaan dan hukuman dan memberikan pengaruh yang signifikan terhadap kinerja Dosen. Motivasi tidak berpengaruh signifikan terhadap kinerja Dosen di Sekolah Penyuluh Pertanian (STPP).

INTRODUCTION

Education is a means to create superior HR capital for countries that want their nation to be a developed, prosperous, civilized and dignified country. Human capital is a strategic matter, preparing reliable HR capital in this era of globalization that is able to overcome increasingly fierce competition, both in terms of intelligence and in terms of benefits owned by the community, business competition and the welfare of the people.

The quality of HR as an educational product is the main determinant of whether a nation is a great nation and respected by other nations in the world, capable of prospering its people or vice versa. Quality education is also seen as one of the most important forms of human capital investment in the form of time and costs both borne by the family and the state, especially to increase the level of one's income or people's welfare.

The Ministry of Agriculture is one of the departmental agencies that manage official education under the Agricultural HR Counseling and Development Agency established based on Presidential Decree No. 58 of 2002 and named the Agricultural Extension College (STPP). In Indonesia there are 6STPP spread from Sabang to Merauka namely Medan STPP, Bogor STPP, STPP Magelang, STPP Malang, STPP Gowa and Manokwari STPP. In its operation the STPP manages an Agricultural Extension program, Extension of Plantation and Animal Husbandry Extension. As a high education institution has the main task and function (Auth) that is implementing the Tri Dharma of Higher Education which consists of (1) Education and Teaching, (2) Research and (3) Community Service. STPP has a graduate profile that will be produced which is producing expert counselors and agribusiness players.

In realizing the intended goals, lecturers are required to be able to show good performance. One of the improvements in lecturer performance can be seen from the success of lecturers in implementing the competency standards set out in Law No. 14 of 2005 concerning National Education Standards expressly states that there are four competencies that must be possessed by Educative/ Lecturers namely pedagogical competencies, personality competencies, social competencies, and professional competencies. The four competencies must be met by lecturers while delivering material in lectures.

All employees within the Ministry of Agriculture have received performance allowances for the work performance achieved by each employee determined by Presidential Regulation No. 134 of 2015 concerning Employee Performance Allowances within the Ministry of Agriculture based on changes in President's Decree No. 103 of 2012. The provision of performance allowances is a government effort to realize public services that are more based on the

performance of each employee. Providing performance allowances is a form of appreciation for the work of employees including lecturers in carrying out their duties and functions including additional tasks given.

Providing benefits that have been running for 6 years for employees within the Ministry of Agriculture including lecturers is expected to be able to improve performance in carrying out Tupoksi, namely Tri Dharma Perguruan Tinggi which consists of education and teaching, research, and community service. But in reality lecturers' motivation is still low in improving performance which can be seen from the teaching process, research carried out and community service (Yahya and Fitri Hidayati, 2018).

Based on the background above, the formulation of the problem in this study is as follows: What are the competencies and motivation of the lecturers to improve performance.

Based on the description of the problem statement above, the objectives of the study are determined as follows: To analyze the competencies and motivation of lecturers in improving performance.

METHODOLOGY

1. Definition of Competence

According to Robbins (2006) refers to competence as an "ability, which is the capacity of an individual to do various tasks in a job". Furthermore, Robbins explained that "Individual abilities are formed from two sets of factors, namely the intellectual ability factor and physical ability factor. Intellectual ability is the ability needed to perform mental activities while physical ability is the ability needed to perform tasks that require stamina, dexterity, strength, and skill ".

Robbins (1998) states that skills can be categorized into four, namely: 1) Basic literacy skills, 2) Technical skills, 3) Interpersonal skills, and 4) Problem

solving. Meanwhile the competence of lecturers is knowledge, skills, and attitudes that can improve one's effectiveness in completing work. The indicators used to measure lecturer competency are: Pedagogical competencies, Professional competencies, Personality competencies, and Social competencies.

Competence contains an understanding of the ownership of knowledge, skills and abilities demanded by certain positions (Armstrong, 2010). Competence is also interpreted as knowledge, skills, and basic values reflected in the habit of thinking, and acting. Competence can also be intended as the ability to carry out tasks obtained through education and/or practice (Kolz,1998). While in the Large Indonesian Language Dictionary, competence is the authority (power) to determine or decide things (Fahmi, 2016).

According to Finch and Crunkilton in Malay (2008) that what is meant by competence is mastery of a task, skills, attitudes, and appreciation needed to support success. It shows that competence includes the tasks, attitude skills and appreciation that participants must have. students to be able to carry out learning tasks according to certain types of work.

According to Law Number 14 of 2005 concerning Teachers and Lecturers, and according to Government Regulation of the Republic of Indonesia No. 37 of 2009 concerning lecturers stated in article 4 that lecturers as educators are tested for competency determine the recognition of the professional abilities of the lecturer, namely testing the four competencies that must be possessed by the lecturer in carrying out the task. The four competencies include pedagogic, professional, personality, and social. The four competencies are integrated in the performance of teachers and lecturers.

1. Pedagogic Competence. Pedagogic competencies include teacher and lecturer understanding of students,

design and implementation of learning, evaluation of learning outcomes, and development of students to actualize their various potentials.

2. Personality Competence Personality competency is a personal ability that reflects a stable, stable, mature, wise and authoritative personality, becomes an example for students, and has a noble character.

3. Social Competence. Social competency is the teacher's ability to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community.

4. Professional Competence. Professional competence is the mastery of learning material widely and deeply, which includes mastery of curriculum material in school subjects and scientific substance that overshadow the material, as well as mastery of the structure and scientific methodology.

The four competencies mentioned above are holistic and integrative in the performance of teachers and lecturers. Therefore, in full the competency figure of the teacher or lecturer includes:

a) Deep introduction of students.

b) Mastery of fields of study both disciplines (disciplinary content) and teaching materials in the school curriculum.

c) Implementation of educational learning which includes planning and implementing learning, evaluating learning processes and outcomes, as well as follow-up for improvement and enrichment.

d) Continuous development of personality and professionalism. Teachers and lecturers who have competence will be able to carry out their duties professionally.

In the Government Regulation of the Republic of Indonesia No. 10 of 2016 concerning Lecturers and Education Personnel stated that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating Science and Technology through Education, Research and Community Service.

Ability is intended as the ability of employees to carry out work. This ability involves various elements such as cognitive abilities and technical abilities, even to the properties possessed. Ability here refers to the capacity of individuals to work on various tasks in the work (Robbins, 1996), namely abilities are traits (innate or learned) that allow a person to carry out an action or mental or physical work.

2. Motivation

Motivation is psychological processes that cause stimulation, direction and persistence in a voluntary activity directed at a goal (Robert Kreitner, 2014). At present there are many motivational theories suggesting the relationship of motivation with human needs. By fulfilling these human needs, work motivation will automatically be realized.

Some Motivation theories that are often used include:

a. Maslow's Hierarchy Theory.

This hierarchical theory was put forward by a psychologist named Abraham Maslow in 1943. This theory suggests 5 needs of human life based on their hierarchy, starting from the basic needs to higher needs. This theory became known as Maslow's Theory or the theory of hierarchy of needs. The hierarchy of needs is given:

1) Physiological needs: needs for food, drink, water, air, clothing, shelter and the need to survive. Physiological needs are the most basic needs.

2) Security needs (*safety needs*), namely the need for security from physical and psychological violence such as a pollution-free environment, protection

of occupational safety and health and free from threats.

3) Social needs (*social needs*), namely the need to be loved and love. Humans are social beings who live in the world needing family and friends.

4) Need for appreciation (*Esteem needs*). Maslow argues that after meeting physiological, security and social needs, the person hopes to be recognized by others, has a reputation and confidence and is respected by everyone.

5) Needs of *self-actualization*. This need is the highest need according to Maslow. Self-actualization needs are self-needs are a person's needs or desires to fulfill his personal ambitions.

b. ERG Alderfer's Theory

In 1969, Clayton Alderfer published an article on human needs entitled "An Emperical Test of a New Theory of Human Needs". The theory is an alternative theory of Maslow's Hierarchy theory. This theory presents three needs, namely:

1) Existence needs, namely the need for fulfillment of physiological and materialistic factors including the need for security.

2) Relationship needs (relatedness needs), namely the need to have relationships with other people.

3) Growth needs (growth needs), namely the need for the desire to grow and achieve maximum self potential.

The theory put forward by Clayton Akderfer is known as the ERG Alderfer theory, which stands for Exsistence, Relatedness and Growth.

c. Mc Cellland's Needs Theory

An American psychologist named David McCellland suggested the relationship between the need for achievement, affiliation and power in the late 1940s. McCellland's Theory of Needs include:

- Needs for achievement (need for achievement).
- The need for affiliation (need for affiliation).
- Need for power (need for power).

A. Location and Time of Research

This research was conducted in 4 STPPs from 6 service education colleges under the Ministry of Agriculture namely Medan STPP, Bogor STPP, STPP Magelang and STPP Malang. The research area was chosen purposively with the consideration that the six locations were universities belonging to the Ministry of Agriculture which had received performance allowances since 2012. The researchers wanted to see how the level of performance capabilities of government officials (PNS) especially lecturers in producing quality graduates.

B. Identification of Variables and Operational Definitions

Based on the hypotheses presented in the study, it can be explained a number, sizes, and classifications of variables X, and variables Y.

1. Lecturer competency

Competence as an "ability, which is the capacity of an individual to work on various tasks in a job. What is meant by competence in this study is the competence possessed by lecturers in accordance with Law No. 0. 14 of 2015 consisting of pedagogic competencies, personality competencies, professional competencies and social competencies.

a) Pedagogical competencies are seen from the aspects of the lecturer's understanding of students, the design and implementation of learning, evaluation of learning outcomes, and the development of students to actualize the various potentials they have.

b) Personality competency is assessed from personal abilities that reflect a stable, stable, mature, wise, and authoritative personality, become role

models for students, and have a noble character.

c) Professional competency is assessed from the mastery of lecturers to learning material in a broad and in-depth manner, which includes mastery of subject matter curriculum in schools and scientific substances that overshadow the material, as well as mastery of the structure and scientific methodology.

d) Social competency is assessed from the ability of lecturers to communicate and interact effectively with students, fellow educators, education staff, parents/ guardians of students, and the surrounding community.

To assess the substance of variable X1 is by giving various quisioners or questions given to students so that students can provide answers according to the mastery of the four competencies. Data used ordinal data using a Likert scale.

2.Motivation

Motivation is psychological processes that cause stimulation, direction and anxiety toward an activity carried out by means of the direction directed at the goal. Motivation here is what is the reason for someone to do something in achieving goals. The meaning of motivation in this study is motivation which is based on Herberg Hygiene theory which consists of work satisfaction and work dissatisfaction (Armstrong, 2010).

Job satisfaction is a factor that relates to recognition, achievement and responsibility that provides positive satisfaction and factors often referred to as Motivator factors, while the factor of dissatisfaction is the factor that relates to the assessment, safety of the work and the environment that often provides dissatisfaction. Factors often referred to with the Hygiene factor. Indicators of this variable are recognition, achievement, responsibility, salary, job security and

work environment (Narbuko and Abu Achmadi, 2007).

RESULTS AND DISCUSSIONS

1.Respondents' evaluation of the tested variables

Based on the results of research conducted on permanent lecturers in 4 (four) Pertuan Extension Schools (STPP) namely Medan STPP, Bogor STPP, STPP (YOMA / Yogyakarta and Magelang and STPP Malang with the number of respondents as many as 49 people gave an assessment of several tested variables namely Variables Lecturer Competencies (X1), Performance Allowance Variables (X2), Motivation Variables (X3) and Lecturer Performance Variables (Y) with the following details:

a. Lecturer Competence (X1)

In accordance with the Law Lecturer No. 14 of 2005 that as a lecturer must have several competencies namely pedagogic competence, personality competence, social competence and professional competence. In this chapter we will discuss in detail the respondents 'evaluations of all of these competencies.

Table 1. Distribution of respondents to the competence of lecturers

Criteria for assessment	Value	Amount (person)	Percentage (%)
Very Low	40 - 67	1	2,04
Low	68 – 95	0	0
High	96 - 123	26	53,07
Very High	124 - 130	22	44.89
Total		**49**	**100**

Source: Primary data, 2018

Based on table 1, it can be seen that respondents' assessment of the lecturer competency variable (X1) shows in the high category that is equal to 53.07% and

the very high category is 44.89%. This shows that lecturers in 4 (four) STPPs have good competencies, because this competency is a mandatory requirement that must be possessed by every lecturer so that they are able to transfer the knowledge and knowledge they have to students to be able to produce graduates who are professional, independent and empowered competitiveness. With the competencies possessed by lecturers, they will be able to assist in fulfilling human resources that are in accordance with the needs of the workforce and the business world.

2. Work Motivation (X3)

Table 2. Distribution of respondents' assessment of work motivation variables (X3)

Criteria for assessment	Value	Amount (person)	Percentage (%)
Very Low	27 – 32,75	1	2,04
Low	33 – 38,75	4	8,16
High	39 – 44,75	18	36,73
Very High	45 - 50,75	26	53,06
Total		**49**	**100**

Source: Primary data, 2018

Based on table 2, it is seen that most of the lecturers at STPP already have very high motivation. This is evidenced by the number of respondents who gave a high category assessment of 36.73% and very high at 53.06%. Of the 49 respondents it was seen that the lecturers at STPP had very high work motivation because this motivation was very necessary to encourage lecturers to be enthusiastic in carrying out their work in accordance with their main duties and functions as lecturers in carrying out the Tri Dharma of Higher Education.

c. Lecturer Performance (Y)

Table 3. Distribution of respondents' assessment of the Performance variable (Y)

Criteria for assessment	Value	Amount (person)	Percentage (%)
Very Low	79 - 88	3	6,12
Low	89 - 97	12	24,49
High	98 – 106	23	46,94
Very high	107 - 115	11	22,45
Total		49	100

Source: Primary data, 2018

Based on Table 4, it can be seen that lecturer performance measured based on 5 (five) indicators, namely quantity, quality, duration in the workplace, cooperation and leadership gives an assessment with a high category of 46.94% and there are 11 lecturers who have very high performance that is equal to 22.45%. This shows that the performance produced by the lecturer is in accordance with the target or planning.

2. Factors Affecting Lecturer Performance (Y)
a. The effect of joint (combined) variable X on Y

To see the magnitude of the influence of variable X on Y where the variable X consists of lecturer competency variables (X1) which consists of four sub-variables namely pedagogic competence (X1.1), personality competence (X1.2), social competence (X1.3) and professional competence (X1.4). The Performance Allowance variable (X2) consists of 3 sub-variables, namely implementation, sanction and impact, Motivation Variable (X3) while Lecturer Performance variable (Y) with 5 indicators, namely quantity, quality, duration in the workplace, collaboration and leadership results can be seen based on the results of calculations in the Model Summary are indicated by the magnitude of the R square value.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,716ᵃ	,512	,415	8,276

a. Predictors: (Constant), Motivation, Pedagogy, Personality, Tukin, Social, Professional

The amount of the R square (r2) is 0.512. This figure shows that the magnitude of the influence of independent variables (X1, X2 and X3) on the dependent variable (Y) is the performance of the lecturer by calculating the coefficient of determination (KD) with the following formula:

$$KD = r2 \times 100\%$$
$$= 0.512 \times 100\%$$
$$= 51.2\%$$

This figure explains that the effect of variables X1, X2 and X3 on the performance of lecturers is 51.2%, while the remaining 48.8% (100% - 51.2%) are influenced by other factors. In other words, the lecturer performance variable can be explained using the variable competence of the lecturer (X1), performance allowance (X2) and motivation (X3) of 51.2% while the influence of 48.8% is caused by other variables outside of this model.

ANOVAᵇ

Model	Sum of Squares	Df	Mean Square	F
Regression	2879,236	8	359,905	5,254
Residual	2739,825	40	68,496	
Total	5619,061	48		

a. Predictors: (Constant), Motivation, Pedagogic, Implementation, Application of sanctions, Impacts, Personality, Social, Professionalism

b. Dependent Variable: Lecturer Performance

To find out the joint effect of variable X on Y can be seen by comparing the value of F count with F table. Based on the results of the analysis, the calculated F value is 5.424 while the F table value is 2, 018. The value of 5.424> 2.018, it can be concluded F count> F table, so Ho is rejected and H1 is accepted. This means that there is a linear relationship between lecturer competencies, performance allowances and work motivation on the performance of lecturers. The conclusion is that the variable competence of lecturers, performance and motivation benefits jointly affect the performance of the lecturers is 51.2%.

The results of the analysis concluded above prove that the hypothesis in this study states that there is an influence of lecturer competence, performance and motivation benefits with the performance of lecturers in four Agricultural Extension Schools (STPP), Medan STPP, Bogor STPP, STPP Magelang and STPP Malang. Broadly speaking, the factors that influence lecturer performance in this study are grouped into three namely lecturer competencies, performance and motivation benefits, where each of the groupings will be discussed in detail as follows:

1. Variable Lecturer Competency (X1)

From the results of regression analysis it was produced that the beta coefficient value of 0,000 explained that lecturer competency had a significant two-way influence on the performance of the lecturer. The coefficient marked positive means theoretically the influence of variables. The performance of the lecturer is in the same direction. This indicates that the higher the competence possessed by the lecturer, the performance of the lecturer will increase. The competence of lecturers consists of four types of competencies, namely pedagogic competence, social competence, professional competence and personality competencies.

In the results of this study, social competence has the most dominant influence on improving the performance of lecturers when compared to the influence

of other sub-variables. This is evidenced by the value of Standardized Coeffient Beta X1.3 of 0.346, which means that the sub-variables of social competency are the factors causing an increase in lecturer performance. Social competence, namely the ability of lecturers to communicate and interact effectively and efficiently with students, fellow lecturers, parents/ guardians of students, and the wider community (Widiarso, 2010).

Social competence is a contributing factor to the increase in lecturer performance due to the education system applied at STPP which requires students to live in dormitories located in the STPP environment. With the residence of the students in the dormitory, the communication between lecturers and students became more intense because it not only discussed the discussion related to the lecture process but also deepened the personality of the students so that there was a close relationship between lecturers and students. related to academic activities but also about campus life, development of interests and talents that often make students and lecturers interact. This is what causes social competence to have a major influence on improving lecturer performance (Narbuko & Achmadi, 2007).

Professional competency towards lecturer performance is significant with positive direction. Means that the second hypothesis which states professional competence has a positive effect on lecturer performance, is proven correct or accepted. The coefficient is positive, meaning that theoretically the influence of professional competence on performance is unidirectional. who have high professional competency, the performance can be increased. Conversely, lecturers who have weak professional competencies can decrease their performance. Mastery of lecturers on the fields of knowledge and the ability of lecturers to transfer knowledge and knowledge to students will

increase performance & professionalism of lecturers (Patorrachman, 2017).

2.Motivational Variables (X2)

In the results of the above research, the motivation variable is 0.151 or 15.1% influence on the performance of the lecturer. Work motivation is an important factor that influences the performance of the lecturer. Work motivation in question is a mental impulse that arises from inside and outside the lecturer to carry out the task. Duncan in Prabu dan Anwar (2011) argues that work motivation is related to the impulse that arises from a person to do the overall task based on their respective responsibilities (lecturers). For a lecturer, the duties and responsibilities are seen in implementing the Tri Dharma of Higher Education. Allegedly lecturers who have high work motivation will produce high performance as well.

Usman dan Abdi (2008) defines motivation as giving the driving force that creates the enthusiasm of one's work, so that they will cooperate, work effectively, and be integrated with all their efforts to achieve satisfaction. Moekijat (2002: 5) means that: "motivation has the same meaning as the motive, which is a driving force or stimulus to do something"

Motivation according to the source that causes two distinctions, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation, emergence does not require external stimulation because it already exists in the individual itself, which is appropriate or in line with their needs, while extrinsic motivation arises due to stimuli from outside the individual. Intrinsic motivation is stronger than extrinsic motivation, therefore, a lecturer must try to generate intrinsic motives by growing and developing interest in the Tri Dharma of Higher Education.

The highest aspect of motivation is related to the responsibilities of the lecturer as a teacher, followed by

encouragement in promotion, growth and recognition, while the lowest aspects are encouragement to improve achievement (Susilo Martoyo, 2000).

CONCLUSIONS AND SUGGESTIONS

Conslusions

Lecturer competencies have a significant influence on the performance of lecturers. This indicates that the higher the competence possessed by the lecturer, the higher the performance of the lecturer. Lecturer competency consists of four types of competencies, namely pedagogic, social professional and personality competencies. Based on the results of research in 4 (four) STPP, social competency is the ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the wider community having the highest influence of 34.6%, then competency professional, ability in mastering subject matter widely and deeply, that is equal to 23.2%.

Suggestions

The need for further research on the performance of lecturers. This is due to the performance of lecturers who are influenced by competence, performance allowances and work motivation is 51.2%, while the influence of 48.8% is caused by other variables outside of this model.

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