WIDYASWARA PERFORMANCE ANALYSIS IN PERSPECTIVE FUNCTIONAL POSITION AND WORKLOAD POLICY AT BBPPMPV BMTI CIMAHI

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Abstract

The Center for Development of Quality Assurance for Vocational Education in the Field of Mechanical and Industrial Engineering (BBPPMPV BMTI) is a government agency that organizes training. The BMTI BBPPMPV is a Technical Implementation Unit (UPT) within the Directorate General of Vocational Education (Directorate General of Vocational Education), Ministry of Education and Culture (Permendikbud RI Number: 26 of 2020 concerning Organization and Work Procedures of the Ministry of Education and Culture's Technical Implementation Unit). Based on the Letter of the Head of LAN Number: 3672/K.1/JFT.01.1 dated 23 June 2022, the Widyaiswara position classes were determined: Primary 14, Intermediate 12, Junior 10, and First 8. Purpose of the research Describe and Analyze the Implementation of Functional Position Policies, Burden Work and Performance of Widyaswara BBPMPV BMTI Cimahi. This type of qualitative descriptive research is data collected in the form of words, pictures obtained when presenting a report starting from interview data, field notes, photographs and other documents. The subjects of this research were widyaiswara spread across various expertise programs, Heads of Centers at BBPMPV BMTI Cimahi. The results of the study showed that the highest performance load for 3 years was for young widyaiswara, which was 8782 JPL, while for the main widyaiswara the performance load was 0, this is because for the main widyaiswara level based on regulations it went down one level to a lower level. The conclusion from the study is that the performance of the widyaiswara functional positions at BBPMPV BMTI Cimahi is in accordance with the provisions, this can be seen from the achievement of all widyaiswara at each level to fulfill the SKP every year. As a suggestion from the research, it is necessary to map the workload for each level of the Widyaiswara Functional Position at BBPMPV BMTI Cimahi so that there is no too high a gap between the widyaiswara.

Keywords: Performance, Policy, Workload, BBPMPV BMTI Cimahi

Introduction

The Widyaiswara functional position is a type of functional position within a government agency that is responsible for developing and implementing training programs and human resource development in various government and private agencies. Widyaiswara are usually experts who have specific knowledge and skills in the field of human resource training and development.

In Permen-PANRB No. 42 of 2021 it is explained that the Functional Position of a Widyaiswara is a position that has the scope of duties, responsibilities and rights to carry out training activities, training development and training quality assurance in the framework of competency development based in training institutions at Government Agencies.

Widyaiswara Functional Position Advisory Agency is a non-ministerial government institution that is authorized to carry out assessments, and ASN education and training as stipulated in the Law governing ASN. The advisory agency referred to is the Republic of Indonesia State Administration Agency (LAN).

The Center for Development of Quality Assurance for Vocational Education in the Field of Mechanical and Industrial Engineering (BBPPMPV BMTI) is a government agency that organizes training. BBPPMPV BMTI is a Technical Implementation Unit (UPT) within the Directorate General of Vocational Education (Directorate General of Vocational Education), Ministry of Education and Culture (Permendikbud RI Number: 26 of 2020 concerning Organization and Work Procedures of the Ministry of Education and Culture's Technical Implementation Unit).

In the Minister of Education and Culture of the Republic of Indonesia Number: 26 of 2020 it is stated that, the BMTI BBPPMPV has the task of carrying out the development of educational quality assurance in the field of mechanical

and industrial engineering and has functions including facilitating and increasing the competence of educators and education staff in vocational education;

As a Central UPT, in addition to carrying out its duties and functions institutionally, the BMTI BBPPMPV also receives various derivative programs from the Directorate General of Vocational Education or the Ministry of Education and Culture (top down) or programs from various agencies and educational units in the regions (bottom up).

In carrying out these duties and functions, the BMTI BBPPMPV is supported by widyaiswara as functional officials who play a role in carrying out educational, teaching and training activities (Dikjartih). Statistically, there were 42 active widyaiswara at BBPPMPV BMTI (as of February 2023), consisting of main widyaiswara (4), middle widyaiswara (24), young widyaiswara (12), and first widyaiswara (2). The existence of the widyaiswara is distributed to meet the 2023 BMTI BBPPMPV Activity Target Performance Target.

Improving the quality of education and training of educators and vocational education staff) for nearly 2000 targets, both individuals and vocational education units). This is part of the widyaiswara workload at the BMTI BBPPMPV. Based on the performance targets mentioned above, when compared to the number of widyaiswara in the BBPPMPV BMTI, it can be concluded that with 42 widyaiswara to carry out a performance load of 2,000 targets, the burden on the performance of the widyaiswara is too heavy.

Judging from the class of positions that have been determined by LAN, the level of widyaiswara positions in the BBPPMPV BMTI and the Kemdikbudristek environment in general there is a discrepancy. Based on Kepmendikbud No. 35/M/2020, the position map in the BBPPMPV BMTI for functional widyaiswara positions is determined that the highest recognized widyaiswara is the youth level with class 9. Meanwhile, based on the Letter of the Head of LAN Number 3672/K.1/JFT.01.1 dated 23 June 2022, determined the Widyaiswara position class: Primary 14, Intermediate 12, Junior 10, and First 8.

With the discrepancy in the implementation of policies at the central and regional levels related to the functional position levels of widyaiswara at BBPPMPV BMTI, it creates problems with the performance burden of widyaiswara and affects the performance of widyaiswara in carrying out education, rooting and training (Dikjartih) activities at BBPPMPV BMTI. The essence of policy implementation is a series of planned and gradual activities carried out by implementing agencies based on policies established by the competent authorities (Sunarti, 2016).

Furthermore, Van Meter and Van Horn in Wahab (2001) explained that the existence of policy implementation is basically a "bridge" that connects actions with the goals to be achieved from a policy. Edward in Widodo (2011) sees policy implementation as a dynamic process, where there are many factors that interact and influence policy implementation. In line with the factors that influence the Implementation of George C. Edward III in Widodo (2011) can be explained as follows: a) communication, b) Resources, c) disposition and d) organizational structure.

One of the causes of discrepancies in policy implementation is poor information delivery. Submission of good information will have an impact on policy implementers to understand correctly in accordance with the policies contained in the applicable regulations. Communication is also carried out to the widyaiswara as stakeholders who will use the policy. The communication is carried out through delivery through the media and on various occasions in meetings with widyaiswara. Matters conveyed or communicated regarding the procedures for implementing widyaiswara functional level levels between the Ministry of Research, Culture, Research and Technology and Higher Education with the Head of LAN Letter Number 3672/K.1/JFT.01.1 dated 23 June 2022.

The discrepancy in the implementation of this policy has an impact on the performance of the widyaiswara at BBPPMPV BMTI where there is a gap between the amount of the widyaiswara's performance load that is not proportional to the level of functional level according to the Letter of the Head of LAN Number 3672/K.1/JFT.01.1, i.e. there is a decrease of 1 level lower than Kepmendikbud No. 35/M/2020, of course this has an impact on reducing the amount of widyaiswara functional allowances at BBPPMPV BMTI Cimahi and also has an impact on decreasing widyaiswara performance. Based on these problems, the research team will take the title Analysis of Widyaswara Performance in the Perspective of Functional Position Policy and Workload at BBPPMPV BMTI Cimahi.

Literature Review

1. Policy Concept

In the Big Indonesian Dictionary, policy is defined as a series of concepts and principles that form the outline and basis for a plan in carrying out a job, leadership, and ways of acting (regarding government, organization, etc.); statement of ideals, goals, principles and guidelines for management in an effort to achieve goals. Carl J Federick as quoted by Leo Agustino (2008: 7) defines policy as a series of actions/activities proposed by a person, group or government in a certain environment where there are obstacles (difficulties) and opportunities for implementing the proposed policy in order to achieve a certain goal.

Policy is translated with a different policy meaning with wisdom which means wisdom. The definition of policy requires further consideration, while the policy includes the rules contained therein. James E Anderson as quoted by Islamy (2009: 17) reveals that policy is "a purposive course of action followed by an actor or set of actors in dealing with a problem or matter of concern" (a series of actions that have specific objectives that are followed and implemented by an actor or a group of actors to solve a particular problem). According to Budi Winarno (2007: 18), the policy concept offered by Anderson is considered more appropriate because it focuses on what is actually being done and not on what is proposed or intended. In addition, this concept also clearly distinguishes between policies and decisions, which means choosing between various alternatives. Richard Rose as quoted by Budi Winarno (2007: 17) also suggests that policy should be understood as a series of activities that are more or less related to the consequences for those concerned rather than as a stand-alone decision. The opinions of the two experts can at least explain that exchanging the term policy with a decision is wrong, because basically policy is understood as a direction or pattern of activity and not just a decision to do something. Based on the opinions of the various experts mentioned above, it can be concluded that policies are actions or activities that are deliberately carried out or not carried out by a person, a group or government in which there is an element of decision in the form of an effort to choose between various existing alternatives in order to achieve the aims and objectives. certain.

2. Widyaiswara

Widyaiswaya is a human resource figure who plays an important role in education and training (training). Based on the Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia, Number 22 of 2014 concerning the functional position of a widyaiswaya and its credit score, it is written that: , Evaluation and Training Development in Government Institutions.

Widyaiswaya is a professional functional staff, tasked with educating, teaching, and training (dikjartih), idealized by the concept of planning and implementing the learning process, assessing learning processes and outcomes, conducting mentoring, and conducting research. It is also explained in the Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia, No. 42 of 2021 concerning widyaiswaya functional positions and credit scores, the main task of a widyaiswaya is to carry out civil servant training, evaluation and development of training at the Widyaiswaya Government Education and Training Institute is the main and important factor in training.

3. Measurement of Widyaiswara Performance

To overcome the weaknesses in measuring the performance of WI, several ministries create Employee Performance Targets (SKP) for WI within the Ministry of Finance. However, when an organization's KPI places more weight on quantity, the SKP for WI also becomes more quantity, not quality. For example, the number of teaching hours, the number of post-training evaluations, the number of papers written and so on. According to Permen-PANRB No. 42 of 2021 article 19 paragraph 1 states that the Widyaiswara Performance Assessment aims to guarantee the objectivity of fostering the Widyaiswara Functional Position which is based on an achievement system and a career system.

Performance appraisal as referred to in Article 19 includes:
1. SKP
2. Work Behavior

The target credit score as referred to in Article 22 paragraph (2) for Widyaiswara every year is determined at least: a. 12.5 (twelve point five) for First Widyaiswara Expert; b. 25 (twenty five) for Young Expert Widyaiswara; c. 37.5 (thirty seven point five) for Associate Expert Widyaiswara; and D. 50 (fifty) for Main Expert Widyaiswara.

4. Widyaiswara Competency Standards

The first thing that has just been accommodated in Permen PAN RB 42/2021 is regarding widyaiswara competency standards, where these competency standards have been harmonized with Law (UU) NO. 5 of 2014 concerning ASN. This is a positive step, because previously this was only regulated in the regulations of the supervising agency, namely through Regulation of the Head of LAN (Perka LAN) No. 5 of 2008 concerning Widyaiswara Competency Standards. In the previous regulations, there were four widyaiswara competency standards, namely: management of learning, personality, social, and substantive. However, in Permen PAN RB 42/2021, these standards are more condensed into three, namely technical, managerial, and socio-cultural. The analysis is that the competency standards for managing learning and substantive competencies are now included as technical competencies, while personality competencies are part of socio-cultural competencies. Thus, the addition of managerial competence is very appropriate, because widyaiswara are instructors in various managerial and leadership training.

Research Methods

In this study, the method used is descriptive qualitative, namely getting an overview of the data collected in the form of words, images obtained when presenting the report starting from interview data, field notes, photographs and other documents.

The subjects of this research were widyaiswara spread across various expertise programs, Heads of Centers at BBPMPV BMTI Cimahi. The object of this research is the impact of the incompatibility of implementation of functional position policies, workload and performance of the BBPMPV BMTI Cimahi lectures.

In this study, the variables in the form of policy implementation related to the level of the widyaiswara level, there is an uneven workload for widyaiswara functional positions, workload inequality affects the performance of widyaiswara functional positions, the impact of policy implementation and workload on widyaiswara functional positions on widyaiswara performance through implementation of functional position policies, workload and performance of BBPMPV BMTI widyaswara. In this study, researchers measured a variable using a research instrument. In this study, the operational variables were the effectiveness and impact of implementing functional position policies, workload and the performance of the lectures at BBPMPV BMTI.

Results and Discussions

In Permen-PANRB No. 42 of 2021 it is explained that the Functional Position of a Widyaiswara is a position that has the scope of duties, responsibilities and rights to carry out training activities, training development and training quality assurance in the framework of competency development based in training institutions at Government Agencies.

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Implementation of Permen-PANRB No. 42 of 2021 in relation to Widyaiswara Performance expenses

In general, Permen PAN RB 42/2021 is a very progressive and comprehensive regulation made for the improvement and development of the widyaiswara profession. In terms of the number of articles alone, this regulation has 18 more

articles than the previous regulation which only had 41 articles. Several new things have become an important part of this regulation that were never regulated before. These new things are certainly very useful for the development and empowerment of the widyaiswara profession. Apart from these new things, there are still a number of aspects that need to be evaluated and need to be added, because there are a number of things that are not yet aligned with other regulations/policies. The existence of aspects that have not been aligned or have not been accommodated is very understandable considering that the development of new policies related to ASN is very fast. It could be, when a regulation is being formulated, other regulations are being revised, so that this time overlapping causes things to still need to be harmonized. The analysis in this paper is divided into two parts. In the first part, we will discuss the appreciation of new things that are appropriate and appropriate. In the second part will be discussed matters that need to be evaluated, criticized or still need to be harmonized.

Implications and Impacts of Unequal Workload on the Performance of Lecturer Functional Positions at BBPPMPV BMTI Cimahi.

Workload can affect WI performance. This can be seen from several indicators of external factors which include tasks, organizational conditions, work environment, working conditions, targets to be achieved, work standards, and effective working hours, all of which are positive. On this basis it can be said that these indicators influence the performance of WI. In terms of internal factors, it can be seen that gender, age, health status and condition in the results of the questionnaire have a significant influence on WI's performance because in the midst of a pandemic these indicators were vital.

One of the impacts that arise as a result of the uneven distribution of performance loads is the opportunity to move functional positions from other positions not only to the widyaiswara profession. However, this can also be done in other functional positions such as researchers, as stipulated in article 12 of Permen PAN RB No. 34/2018 concerning Functional Positions of Researchers, planners, as stipulated in article 13 of Permen PAN RB No. 4/2020 concerning Functional Positions of Planners, and so on.

Develop a workload mapping model design for the impact of policy implementation and workload on the performance of widyaiswara functional positions in BBPPMPV BMTI.
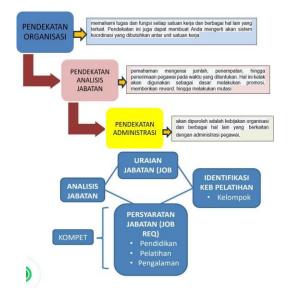
As an effort to bridge the complaints that occurred at the BBPPMPV BMTI Cimahi related to the existence of the PAN RB 42/2021 Regulation, one of the contents of which regulates the functional level of widyaiswara, it is necessary to have a leadership role in addressing the decrease in the level of the widyaiswara level from main to middle widyaiswara in accordance with regulations stated by LAN RI, namely through the limitation of basic level training that only the first expert widyaiswara can be filled is certainly not correct, because the first expert widyaiswara does not yet have much tacit knowledge compared to senior widyaiswara. According to Suwandana (2022), a simple analogy that can be used is the learning system in lectures.

This is based on the fact that the basic level training participants are not entirely taught by novice widyaiswara, but are mixed with senior widyaiswara and several professors (professors) so that the trainees get practical experience from them. For this reason, in order to be able to take advantage of the tacit knowledge of experienced widyaiswara, LAN needs to consider compiling an ideal proportion of widyaiswara for a training. As material for consideration, the proportions proposed by Suwandana (2022) can be used as material for discussion for policy formulation regarding this matter in the following table:

Proposed Proportion of Widyaiswara in Training by Considering Tacit Knowledge

Kriteria Pengajar	Level Pelatihan			
	Tingkat Dasar	Tingkat Lanjutan	Tingkat Menengah	Tingkat Tinggi
WIU	10%	20%	40%	80%
WIMa	20%	30%	40%	20%
MIMu	30%	30%	20%	
WIP	40%	20%		

The following is the design of the learning model offered:

Workload analysis design by carrying out three approaches

Conclusions and Recommendations

Conclusion

a) Permen PAN RB Number 42 of 2021 is a fairly progressive regulation because it regulates several new matters that have never been regulated before, such as widyaiswara competency standards, minimum work results, promotions, transfers from other positions, APWI as a widyaiswara professional organization, corporate university, and inauguration and taking an oath. However, this regulation also needs to be evaluated because there are still a number of things that are not in line with other regulations or certain scientific principles such as the not yet detailed definition of "training", there is clustering of training levels for certain positions, there are restrictions on the scope of Scientific Writing (KTI), as well as limitations on the scope of competency development. Regarding the decrease in the level of the widyaiswara level. In terms of the position class that has been determined by LAN, there is generally a discrepancy between the widyaiswara position levels in the BBPPMPV BMTI and the Kemdikbudristek environment. Based on Kepmendikbud No. 35/M/2020, the position map in the BBPPMPV BMTI for functional widyaiswara positions is determined that the highest recognized widyaiswara is the youth level with class 9, whereas based on the Letter of the Head of LAN Number 3672/K.1/JFT.01.1 dated 23 June 2022, determined the Widyaiswara position class: Primary 14, Intermediate 12, Junior 10, and First 8.

b) Based on the performance load map that has been carried out by BBPPMPV BMTI Cimahi from 2021-2023, the First WI is 2948 JPL, Young WI is 8782 JPL, Middle WI is 7991 JPL and Main WI is 0. Main WI in BBPPMPV BMTI Cimahi has a performance load of 0, this is due to going down to the lower level, namely WI Madya.

c) c.The performance of the widyaiswara functional positions at BBPMPV BMTI Cimahi is in accordance with the provisions, this can be seen from the achievement of all widyaiswara at each level to fulfill the SKP every year.

d) d.The impact of implementing the policy on the performance burden of widyaiswara functional positions at BBPMPV BMTI Cimahi is that there is a gap in performance load between widyaiswara levels, especially where the most burden is at the junior widyaiswara level. This needs to be addressed by the leadership of the Head of BBPMPV BMTI Cimahi, namely by making analyzing the performance load, mapping the widyaiswara performance load, advocating to the DPR and asking for assistance from the Indonesian Widyaiswara Association (APWI) regarding level reduction.

e)   e.The modeling design that is offered to solve the solution that occurs BBPMPV BMTI Cimahi is the performance load analysis approach and Training Need Analysis approach.

Recommendation

It is necessary to map the workload for each level of the Widyaiswara Functional Position at the BBPMPV BMTI Cimahi so that there is no too high gap between the widyaiswara.

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