



Study of Teacher performance implementation of staffing policies in Training and Basic Education in Probolinggo Regency of Indonesia

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ABSTRACT

This study aims to describe the implementation of staffing policies based on the Regulation of the State Administration Agency in Probolinggo Regency and describe and analyze the teacher's response to training and primary education based on the Regulation of the State Administration Agency in Probolinggo Regency. Researcher used the descriptive qualitative method with a model of policy implementation using the theory of Public Policy Implementation, which is determined by the content of the policy and the context of its implementation. The results showed that the output of the recapitulation of respondents' answers was obtained with suitable criteria. The results of field observations also provide evidence that several samples get full support from their superiors and are provided with facilities and infrastructure for wifi access when there is an online class. The outcome is the result of recapitulation of respondents' answers, and scores with good criteria are obtained. The results of field observations also provide evidence that several samples shows that many obstacles can hinder the achievement of self-actualization, namely transfers/promotions, lack of financial support and other resources, lack of mentor support, lack of support from team members and problems with routine work.

Keywords: Evaluation, Response, Staffing policies, Training Program.

1. INTRODUCTION

The various challenges faced by the state civil apparatus, especially teachers, in achieving these goals are increasing and severe, both from outside and within the country, which requires the state civil apparatus to improve the professionalism of civil servants in carrying out their duties and functions as well as clean and free from corruption, collusion. And nepotism (LMN, 2017). One way that can be done to improve the professionalism of the performance of the State Civil Apparatus is through Basic Education and Training (Ayu, 2016).

Regulation The State Administration Agency (SAA) Number 1 of 2021 confirm that the Candidate Civil Servant training was carried out in the form of classical training and blended learning. Blended learning is carried out through 3 parts of learning: independent training, distance learning and classical learning at the place where the Candidate Civil Servant basic training is held. Distance learning consists of e-learning and actualization.

Basic Training for Civil Servant Candidates is education and training during pre-service, which is integrated to build moral integrity, honesty, enthusiasm and motivation, nationalism and nationality, superior and responsible personality character, and strengthen professionalism and competence in the field. The Candidate Civil Servant basic training aims to develop Candidate Civil Servant competencies that conducted integrated manner.

Competence is measured based on the ability to demonstrate state defense behavior, actualize the fundamental values of Civil Servant in carrying out their duties, actualize the position and role of Civil Servant within the framework of the unitary state of the Republic of Indonesia, and demonstrate mastery of technical competence needed according to the field of work, while integrated means the implementation of primary training Candidate Civil Servant combines classical training and non-classical, and cultural competence with field competence (Regulation of the State Administration Institute Number 1 of 2021).

Classical Candidate Civil Servant Basic Training starting, now referred to as classical training, is a Candidate Civil Servant basic training whose learning strategies are primarily conducted through the face-to-face learning process in the classroom. Where as *blended learning* meant Candidate Civil Servant basic training conducted by combining the face-to-face learning process in the classroom with the online learning process. Distance learning distance training is learning collaborative between the primary

training participants for Candidate Civil Servant and the training staff by utilizing the learning system developed by state administration institutions and managed by accredited government training institutions.

The existence of differences in the implementation of the latter policy with previous years has made several Civil Servants respond differently. For this reason, it is necessary to socialize about the implementation of the Regulations SAA Number 1 of 2021; both online and face-to-face meetings are limited. Based on the description above, researchers are interested in researching Teacher Responses in Training and Basic Education (Evaluation study of staffing policies based on State Administration Agency Regulation Number 1 of 2021 in Probolinggo Regency).

In this study, the objectives can be formulated as follows: To describe the implementation of the Policy staffing based on State Administration Agency Regulation Number 1 of 2021 in Probolinggo Regency and To describe and analyze teacher responses in training and primary education based on State Administration Agency Regulation Number 1 of 2021 in Probolinggo Regency.

2. LITERATURE REVIEW

Policy implementation aims to achieve goals with specific means and in a particular time sequence (Bambang Sunggono 1994:137). Based on the above, the implementation is the actions the government takes to achieve the goals set in a policy decision. However, the government, in making policies, must also first examine whether the policy can have a destructive impact or not for the community. It is intended that a policy does not conflict with the community, let alone to the detriment of the community. Van Meter and Van Horn view that implementation is an action by individuals, officials, groups of government or private bodies directed at achieving the goals outlined in a particular decision. These agencies carry out government works that have an impact on citizens. However, in practice, government agencies often face jobs under the law's mandate, making it unclear to decide what to do and what not to do.

Mazmanian and Sebastian also define implementation as follows: "Implementation is the implementation of basic policy decisions, usually in the form of laws, but can also take the form of important executive decisions or decisions of the judiciary". (Mazmanian and Sebastian in Wahab, 2004:68). According to Mazmanian and Sebastien, implementation of basic policies in the form of laws and the form of orders or important decisions or such as decisions of the judiciary. This implementation process takes place after going through certain stages, such as the stage of ratification of laws, then policy outputs in the form of implementing decisions and so on, until the improvement of the policy in question. According to the description above, set in a policy decision. However, the government, in making policies, must also examine in advance whether the policy can have a destructive impact or not for the community.

Evaluation is a link in the public policy process, James P. Lester and Joseph Stewart explained that policy evaluation is aiming at seeing the causes of the failure of a policy or to find out whether public policies have been implemented to achieve the desired impact (James P. Lester & Joseph Stewart, in Budi Winarno 165:23). So that policy evaluation has the task of determining what consequences are caused by a policy by describing the impact and assessing the success or failure of a policy based on predetermined standards or criteria.

According to Briant & White (in Samodra Wibawa, 1994:63), policy evaluation should be able to explain the extent to which public policy and its implementation approach the goal. The definition of policy evaluation proposed by Briant & White above directs the assessment of policy evaluation to be carried out at the implementation stage, and implementation can be assessed to what extent the impacts and consequences are generated.

3. RESEARCH METHODS

3.1 Research sites

This research will be carried out in the Probolinggo Regency Government, specifically Probolinggo District Education Office. The reason the researchers chose this location was that the Candidate Civil Servantservant teachers who participated in this primary education and training were in the work environment of the Probolinggo District Education Office.

3.2 Population and Sampling Techniques

The population in this study were all Candidate Civil Servant teachers in 2021 in the Probolinggo Regency area. The sampling technique in this research is cluster random sampling. *Cluster Sampling (Area Sampling) also clusters random sampling. This technique is used when the population does not consist of individuals but groups of individuals or clusters. The regional sampling technique determines if the object to be studied or the data source is comprehensive.* (Sugiyono, 2012).

Notoatmodjo (2013), to determine the number of samples in this study, used the solving formula as follows:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{113}{1 + 113 (0,1)^2}$$

$$n = \frac{113}{1 + 1,13}$$

$$n = 53,05 \approx 54$$

The sample size with details is as follows:

Table 1 Sample Size Table

Category	Total Population	Sample
Elementary School teacher	65	31
Middle school teacher	48	23
Total	113	54

4. RESULT

4.1 Input Results

In this study, the sample used was 54 respondents by filled in *google forms*. The data of the results of filling google forms follow:

Table 2 Input Results

Input Indicator	Answer result	Percentage	Assessment criteria
Question 1	Fifty-four respondents answered "already."	100%	Good
Question 2	Fifty-four respondents answered "Yes."	100%	Good
Question 3	Fifty-four respondents answered "Yes."	100%	Good
Question 4	45 Respondents answered "Adequate."	83%	Good

From the recapitulation of respondents' answers, scores with good criteria were obtained. Based on the results of field observations, there is also evidence of photographs of socialization activities regarding implementing primary education and training, both in writing, offline and online, so that the input indicators have good criteria for their implementation.

4.2 Process Results

In this study, the sample used was 54 respondents by filled in *google forms*. The data of the results of filling google forms are as follows:

Table 3 Process Results

Process Indicator	Answer result	Percentage	Assessment criteria
Question 1	Twenty-nine respondents answered "very helpful."	53%	Bad
Question 2	Thirty-one respondents answered, "consultation with media was/phone and email."	57%	Bad
Question 3	Fifty-four respondents answered "support."	100%	Good
Question 4	54 Respondents answered "yes."	100%	Good

From the results of the recapitulation of respondents' answers, scores with the criteria were not good. The results of field observations also prove that some samples experience problems in making self-actualization and primarily consulting for self-actualization, where several respondents can communicate via email.

4.3 Output Results

In this study, the sample used was 54 respondents by filled in google forms. The data of the results of filling google forms are as follows:

Table 4 Output Results

Output indicator	Answer result	Percentage	Assessment criteria
Question 1	Forty-four respondents answered "appropriate."	81%	Good
Question 2	47 respondents answered "all involved"	87%	Good
Question 3	Thirty-nine respondents answered, "freed from work."	72%	Bad
Question 4	51 Respondents answered "all."	94%	Good

From the recapitulation of respondents' answers, scores with good criteria were obtained. The results of field observations also show that several samples get full support from their superiors and are provided with facilities and infrastructure (wifi access) when there are online classes.

4.4 Outcome Results

In this study, the sample used was 54 respondents by filled in *google forms*. The data of the results of filling *google forms* are as follows:

Table 5 Outcome Results

Outcome Indicator	Answer result	Percentage	Assessment criteria
Question 1	Fifty respondents answered "Yes."	93%	Good
Question 2	44 respondents answered "Yes"	81%	Good
Question 3	Forty-five respondents answered, "brother unit."	83%	Good
Question 4	35 Respondents answered "quite supportive."	65%	Bad

From the recapitulation of respondents' answers, scores with good criteria were obtained. The results of field observations also have evidence that several samples think that many obstacles can hinder achievement actualization self, namely mutation/promotion, lack of financial support and other resources, lack of mentor support, lack of support from team members, and constrained by routine work.

4.5 Discussion of Research Results

The state civil apparatus, which was later shortened to Civil Servant or what can be called civil servants or civil servants, is the management of government employees who have duties and obligations in serving the community. In providing satisfactory service, this state civil apparatus must be capable and have a superior attitude. Being a competent Civil Servant is a duty and obligation that must be obeyed and carried out by the Civil Servant. A government institution must have qualified employees and have a superior national attitude because a state or government institution is a bridge made by the community to build this country for the better.

Civil servants or civil servants or Civil Servant are employees who are first appointed and who can be said to be worthy and meet the requirements of the prospective civil servants themselves, employees who have been appointed are employees who are appointed by authorized officials who are carried out directly, or it can be said that employees who have been given a mandate or task regarding state duties, as well as state employees who are paid by applicable laws or regulations.

The state civil apparatus is a part of a state or government institution with duties, obligations, and responsibilities for the institution itself. State institutions in Indonesia can be seen from an aspect and central task of the institution itself. The law that regulates the state civil apparatus Civil Servant is contained in Law Number 5 of 2014 concerning the State Civil Apparatus. The law explains the principal rights and obligations of the state civil apparatus.

In creating a suitable state civil apparatus and having a superior national attitude, it is necessary to conduct basic training for prospective civil servants. This introductory training aims to create honest, fair civil servants who have broad national values which can build moral integrity, as stated in the Regulation of the State Administration Agency Number 12 of 2018 concerning Latsar Article 1 paragraph (8) "Basic Training Candidate Civil Servant education and training during the pre-service period which is carried out in an integrated manner to build moral integrity, honesty, nationalism and nationalism spirit and motivation, superior and responsible personality character, and strengthen professionalism and field competence.

From the results of the analysis and observation of the teacher's response to the implementation of Basic Education and Training, it is in the excellent category. However, there are several problems in several processes, output and outcome indicators which can later be improved to improve the quality of the implementation of Basic Education and Training.

The result of this research is a response from Civil servants. Responses have two forms: positive responses if individuals have positive responses or reactions where they enthusiastically participate in running programs organized by individuals or groups. The second response is negative, i.e. if individuals give negative responses and are less enthusiastic about participating in running programs organized personally or in groups, where they respond with scepticism and pragmatism.

Meanwhile, the response of a policy will be felt in social units, which include individuals and households, groups or organizations, communities and institutions and social systems. Observation of policy feedback must not only be carried out with a critical causality frame of mind, and comprehensive insight must also be carried out carefully.

From the results of the analysis and observations in the field, several problems were found in the implementation of Basic Education and Training in Probolinggo Regency, including:

1. Input indicator

The infrastructure provided by the organizing committee (place, room, internet connection, consumption, etc.) was adequate, but some respondents answered that it was inadequate. In terms of place, some respondents answered that the place where Basic Education and Training was held was inadequate. Some buildings need repair and rejuvenation so they do not create a spooky or scary impression.

Training is a process of increasing the knowledge and skills of employees (Kaswan, 2011). Furthermore, Chan (2010) explains that the purpose of training is to help someone learn something that is needed to know and be able to complete tasks with full responsibility to achieve organizational goals. The same thing is explained by Mills (in Fauzi, 2011) that training accompanied by understanding is further education and becomes a broader basis so that workers will become more skilled, happier in their work and will make themselves aware of opportunities to make progress or even to modify his practice to his liking. Furthermore, Muslihin (2019) explained that the training includes three main aspects, knowledge, skills, and behavioural

attitudes, to improve employee performance in carrying out their duties and responsibilities. The acquisition of the three domains is made intentionally, organized, systematic, in a relatively short time, and in its delivery emphasizes practice.

Training is said to be of high quality if it is supported by every component of quality training, in the form of professional or competent organizing institutions, training personnel, and training managers, program curriculum, availability of facilities and media, efficient and effective administrative governance or often referred to as the total training quality system. Refers to the applicable quality standards.

PP Number 11 of 2017 concerning Management of Civil Servant Articles 34 and 35 expressly explain that the probationary period is the period that a Candidate Civil Servant lasts for one year and or is referred to as the pre-service period. The pre-service period is a training process carried out in an integrated manner to build moral integrity, honesty, enthusiasm and motivation related to nationalism and nationality, having superior and responsible personality characteristics, and strengthening professionalism, as well as competence in the field of work. The requirements for a Candidate Civil Servant to be appointed by a Civil Servant are to pass the training process and be physically and mentally healthy. The education level of most of the teaching staff is already S2 and S3. There are 25 teaching staff who have master's degrees and three people who have a doctorate. The qualifications of teaching staff in terms of education level have met the standards required by SAA . While the qualifications to become a material supervisor at the Candidate Civil Servant Latsar, all widyaiswara have participated in the ToF Latsar organized by SAA .

The participants of the Candidate Civil Servant Latsar Probolinggo Regency in 2021 were 382 people. The classification of participants based on the type of position consists of 113 educators or 29.5%, 220 health workers or 57.5%, 49 technical personnel or 12.8%, and ten extension workers or 2.6%. Candidate Civil Participants servant. There are 113 teachers, and they are divided into 3 (three) batches, namely 40 people from Class I, 40 people from Class II and 33 people from Class III. The 2021 Candidate Civil Servant training participants are the 2020 Candidate Civil Servant formation. The 2020 Candidate Civil Servant job applicants with a maximum age limit of 35 years mean that the oldest participant is a participant born in 1985. In terms of the generation cohort, the generation born from 1980 to 1994 was included in the millennial generation category.

Primary Education and Training (Latsar) facilities and infrastructure are tools and facilities used to ensure the effectiveness of the learning agenda. Later facilities and infrastructure can be owned alone and or utilize the facilities and infrastructure of the Training Institutions of other agencies by taking into account the conformity of the standard requirements of each type, level and training program as well as the number of training participants.

Observations made by researchers at the Latsar venue on Jl. Raya Dringu no. 81 Dringu-Probolinggo, The dormitory indicates the need for repairs and rejuvenation for the short term, while for the long term, it needs to be rebuilt so that the place or dormitory does not look scary to Latsar participants. In an interview with one of the organizing team at Later, Mr Hendra Eko Poernanto, S.AP as the Head of Apparatus Competency Development Division, stated: "The facilities and infrastructure provided for later participants are one of the training hostels on Jl. This Dringu, which is still suitable to be inhabited during the Latsar process with the classical system in progress, is also provided with a place for the organizing committee, a meeting place and a study room conducive to the continuity of Latsar learning.

Meanwhile, several respondents whom we interviewed expressed their opinions, namely: "The available facilities and infrastructure are not adequate because some dormitories still lack civil servant facilities, namely some rooms are not provided with air conditioning (fan or AC), so some participants feel uncomfortable in the room, especially 1 room consisting of 4-5 people, so the room feels hot and cramped (Interview, January 13, 2022)".

The results of learning observations show that the teaching staff is exceptionally skilled in choosing and determining learning methods. The principle of enjoyable learning is also used by several teaching staff in the principles of being relaxed, serious, and successful. Some of the training participants were very active in responding, giving comments, or asking questions during the learning process. Evaluation of the activities of the training participants includes aspects of activeness in learning, collaboration, and discipline and order.

In the indicators of the coach's involvement process in the preparation of self-actualization, the support obtained, getting answers that are not good. Some respondents answered that some coaches could not be consulted by telephone. Whereas in the field (participants), many still do not understand and are accustomed to consulting via email. In addition, there is a Micro PPKM which limits the schedule and face-to-face time with the coach so that some respondents are confused in preparing the report actualization self.

The learning method used in the later process is adjusted to no. 1 of 2021 to develop Candidate Civil kompetensi competencies Servant which is carried out in an integrated manner combining Classical Training with Non-Classical and Social Cultural Competence with Field Competence. The difference between implementing Latsar and Pre-service training is creating a Self-

Actualization report. Based on the results of an interview with one of the later participants explained that; "During the latter process, it started with the presentation of material by Widyaswara, then continued with discussions between participants and Widyaswara, sometimes interspersed with games or hands-on practice. However, the difference between pre-service and later training is self-actualization, where participants have to look for problems and solve problems, *finish them and report in written form within the specified time*" (Interview, January 14, 2022).

5. CONCLUSION AND IMPLICATION

From the results of data analysis and observations, it can be concluded that the implementation of Basic Education and Training based on No. 1 of 2021 Probolinggo Regency is as follows: Implementation of policies based on No. 1 the year 2021 Probolinggo Regency, namely Goal: Develop Candidate Civil competencies servant carried out in an integrated manner. Target: Target of Organizing Candidate Civil Basic Training Servant Group II and Group III. Competency: Civil Competence Servant as a professional public servant. Implementation of Operators: Evaluation of policies based on SAA No. 1 for the year 2021 Probolinggo Regency based on teacher responses obtained results as follows:

Input from the recapitulation of respondents' answers, scores with good criteria were obtained. Based on the results of field observations, there is also evidence of photographs of socialization activities regarding implementing primary education and training, both in writing, offline and online. So that the input indicators have good criteria for their implementation. Process, From the results of the recapitulation of respondents' answers, scores with the criteria are not good. The results of field observations also prove that some samples experience problems in making self-actualization and primarily consulting for self-actualization, where several respondents can communicate via email. Output, From the results of the recapitulation of respondents' answers, obtained scores with suitable criteria. The results of field observations also show that several samples get full support from their superiors and are provided with facilities and infrastructure (wifi access) when there are online classes. The outcome, From the results of the recapitulation of respondents' answers, scores with good criteria were obtained. The results of field observations also have evidence that several samples think that many obstacles can hinder achievement actualization self, namely mutation/promotion, lack of financial support and other resources, lack of mentor support, lack of support from team members, and constrained by routine work.

Based on the results of the conclusions above, the suggestions given by the researchers are The education and training dormitory located on Jl. Raya Dringu no. 81 is proposed to be rehabilitated entirely for the long term or rejuvenated in the short term. Add adequate facilities and infrastructure in the dormitory, such as fans or air conditioning. Provide advice to the Coach (from outside/Widyaiswara) so that consultations can be carried out by phone or face-to-face if possible.

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