

The Influence of the Implementation Procedure of the Competency Test for the Promotion of the Functional Position of the Supervisor on Quality Control PNFI Program in East Java Province

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ABSTRACT

This study aims to examine the effect of the competency test implementation procedure for the promotion of supervisory functional level on quality control of non-formal and informal education programs in East Java Province with a quantitative approach and correlational design involving 45 supervisors as a sample. The data collected through the questionnaire were analyzed by simple linear regression. The results showed that the procedure for implementing the competency test for the promotion of supervisory functional positions influenced controlling the quality of non-formal and informal education programs. District/City Education Offices need to strengthen and encourage supervisors to take competency tests for promotion to functional levels to ensure the quality of non-formal and informal education programs.

Keywords: supervisor, non-formal education, quality control, competency test

1. INTRODUCTION

Education is a basic need that is unique to all people. It is said to be essential because education is needed by almost all humans in this world to survive in the intense competition of the industrial era 4.0. Education can be accessed by students through three domains, namely the informal, formal, and non-formal domains.[1][2][3] The realm of informal education is the first educational experience experienced by everyone. Informal education is oriented towards inculcating moral, religious, and cultural values which are held in a family environment in a planned manner but without a curriculum design, while informal education there is curriculum planning that regulates the delivery of material, assignment as evaluation material and duration of learning.[4][3][5] In contrast to non-formal education which is an addition, complement, and substitutes for education in formal schools. It is called addition and a complement because the role of non-formal education, in this case, is to support formal education, it cannot even be denied that non-formal education also plays a role as a substitute for formal education by organizing educational programs that are more flexible than formal education.[6][7] In addition, education can also be referred to as something

unique because education has various versions, methods and models that can be adapted to the variety of consumers, so it takes a variety of practitioners and educational staff to facilitate variations in the model in education so that all forms of education can be fostered, guided, managed and applied optimally and on target both in terms of the education system and in terms of educators and all those involved in the educational process.

The people who participate in supporting the optimization of the implementation of education, whether they are teachers, practitioners, or staff of educational institutions are referred to as educational staff. Formal education refers to its teaching staff as teachers and supervisors, while non-formal education refers to it in various names, including the instructor, tutor, facilitator, tutor, supervisor, and so on.

A supervisor is a person who is tasked with ensuring the quality of a non-formal and informal educational institution so that it runs as it should.[8][9][10][11] In addition, supervisors are one of the two linear professions of Out-of-school Education (PLS) in addition to tutors who can occupy the profession of Civil Servants (PNS).

Therefore, the professional development of each supervisor is very much considered as an effort to optimize the implementation of the supervisor's duties.

The competency test for promotion to functional positions is a series of activities held to measure the capabilities of a person who has occupied a functional position in terms of knowledge, attitudes, and skills. This activity is also one of the requirements for promotion in rank, this is by Article 81 paragraph 1 letter an of Government Regulation Number 11 of 2017 concerning Management of Civil Servants that the competency test is one of the requirements for promotion to functional positions including supervisors and tutors.[12][13][14][15]

In essence, quality control is an effort to assess or measure the feasibility of an institution in providing services in the form of goods and services to consumers. This is very important to do because quality or quality that is well controlled will ensure consumer satisfaction in receiving or even using the goods or services provided.

The word control is closely related to management or management as stated in RI Government Regulation No. 36 of 2006 Chapter 1 Article 1 paragraph 1 concerning Procedures for Control and Evaluation of the Implementation of the Development Plan that control is a series of management activities so that a program or activity is carried out by the plan. set. While the word quality cannot be separated from quality or value. Quality as "complete customer satisfaction". This means that an item or service can be said to be of high quality if it can meet or even exceed customer expectations and lead to satisfaction. Therefore, quality can be defined as the capability of a product or service to meet customer needs and satisfaction.[16][17][18]

Quality control can be interpreted as a structured, planned, systematic effort and carried out continuously to achieve predetermined standards.[19][20] Program quality control activities by supervisors are an important agenda that cannot be done in a short time. Of course, there are special stages in carrying out these activities and automatically include those who are responsible for implementing the program in an educational institution or unit. The stages of quality control of the PNFI program include a) planning, b) monitoring, c) assessment, d) coaching, and e) reporting.[21][22][23]

East Java Province has many characteristics inherent in its society so that the educational needs are increasingly diverse. So, it is not surprising that East Java Province, which consists of 36 regencies/cities with a total of 649 sub-districts, has approximately 741 inspectors registered with active status as of January 2020 as one of the supports for fulfilling the various educational needs of the community.

The object of this research is the supervisors in East Java Province who have participated and passed the

Functional Position Promotion Competency Test activity held in 2019 because it is considered that the inspectors who have passed are more able to interpret the procedures for administering the competency test that is set than the supervisors who have passed. do not pass the exam, so that they can carry out their main tasks in the form of quality control and program evaluation better.

The purpose of this study is a) to describe the description of the functional position of supervisors in East Java Province, b) to describe the description of supervisors in East Java Province who have passed the competency test of functional level promotion, and c) to prove whether there is an effect of the procedure for implementing the competency test for promotion to positions. functional supervisor on quality control of Non-formal and Informal Education programs in East Java Province.

2. METHOD

The method used is a quantitative research method with a comparative causal design, to express whether there is an effect of the procedure for implementing the competency test for the promotion of supervisory functional levels (X) which is the independent variable (the influencing variable), on the quality control of the PNFI program (Y) which is the dependent variable (influenced variable). This study was analyzed using descriptive and inferential statistical techniques. The data was obtained from the Indonesian Inspector Association of East Java Province.

The study population was supervisors in East Java Province who had passed the Supervisory Functional Level Increase Competency Test, totaling 45 people, from the Education Office of Blitar Regency as many as 5 people, Blitar City as many as 2 people, Tulungagung Regency as many as 6 people, Pasuruan Regency as many as 2 people, Jombang Regency as many as two people, Lumajang Regency as many as 12 people, Madiun City 1 people, Magetan Regency as many as 6 people, Malang Regency 3 people and 6 people from Probolinggo Regency.

The research sample was determined using the total sampling technique so that this study involved 45 supervisors in East Java Province who had passed the Supervisory Functional Position Promotion Competency Test.

The data collection method is in the form of a questionnaire by applying a Likert scale. Respondents were given full freedom to respond by choosing alternative answers. Before the questionnaire was handed over to the respondents, the instrument was tested first to ensure the validity and reliability of the instrument. Question items in the instrument are declared valid if the

value of $r_{\text{count}} > r_{\text{table}}$ with a significance value of <0.05 . The reliability of the instrument was tested using the Cronbach's Alpha formula, namely if the Cronbach's alpha value > 0.60 then the research instrument was declared reliable. The data that has been collected was analyzed using descriptive statistical analysis to describe the frequency of the data, then the research hypothesis was analyzed using simple regression analysis. Previously, researchers had to fulfill several classical assumptions, namely the assumption of normality, the assumption of heteroscedasticity, and the assumption of autocorrelation.

3. RESEARCH RESULT

3.1 Procedure for the Implementation of the Competency Test for the Promotion of Functional Positions for Supervisors

Data regarding the procedure for implementing the competency test for the promotion of supervisory functional levels were obtained from a questionnaire consisting of 9 questions and given to 45 supervisors in East Java Province. After the data was analyzed, the results obtained in the form of a) the results of respondents' answers regarding aspects of the implementation procedures for the promotion of the functional level promotion test showed that the supervisory staff understood and could follow the procedures for implementing the test COMM, b) the results of the answers to the aspects of the requirements for the functional level promotion test could be interpreted as that the requirements for the test-comm can be met by the participants, c) the results of the respondents' answers regarding the implementation of the--community test show that the implementation of the test-community is well-organized and can be followed by the participants well.

3.2 PNFI Program Quality Control

Data regarding the quality control of the PNFI program were obtained from a questionnaire consisting of 20 questions and given to 45 supervisors in East Java Province. After the data was analyzed, the results obtained in the form of a) respondents' answers regarding planning aspects obtained results that quality control activities were planned very well by the inspectors, b) respondents' answers regarding monitoring aspects obtained results that the monitoring process in controlling the PNFI program was carried out quite well, c) respondents' answers regarding the assessment aspect obtained the results that the assessment process in quality control of the PNFI program was carried out quite well, d) respondents' answers regarding the coaching aspect obtained the results that the education unit was fostered

quite well by the supervisor and e) respondents' answers regarding the reporting aspect obtained the result is that the reporting stage in the quality control of the PNFI program is carried out very well.

The Influence of the Implementation Procedures for Competency Tests for the Promotion of Supervisors' Functional Positions on the Quality Control of the PNFI Program

Before the researcher conducts data analysis, it is necessary to have a series of tests intended to meet the classical assumptions first. The classical assumptions that must be met are normality, heteroscedasticity, and autocorrelation tests. This classic assumption is tested using SPSS 23.0 tool. The following are the results of the normality test:

Table 1. Results of the Kolmogorov-Smirnov. One Sample Normality Test

Variable	Sig	Information
Model (e)	0,200	Normal Distribution

Source: research processed data

Based on table 1, it can be interpreted that the significance value of the one-sample Kolmogorov-Smirnov test is $0.200 > 0.05$. In addition, the histogram graph shows that the data distribution follows the normal line, and the probability plot graph shows that the data spread around the diagonal line, so the research data is normally distributed so that the assumption of normality is met.

The results of the heteroscedasticity test show that the points spread without forming a certain pattern. Therefore, it can be concluded that there is no heteroscedasticity, so the assumption of heteroscedasticity is fulfilled.

The autocorrelation was tested using Durbin-Watson (DW) with the following results:

Table 2. Durbin-Watson Test

DW	DL	4-DL	DU	4-DU
2,076	1,4754	2,5246	1,566	2,434

Source: research processed data

So, it can be interpreted that there is no autocorrelation because the value of $DU < DW < 4-DU$ is $1.566 < 2.076 < 2.434$, so there is no autocorrelation.

The research hypothesis to be tested is $H1 =$ the procedure for implementing the competency test to increase the supervisory functional level influences quality control of the PNFI program in East Java Province. The following are the results of testing the research hypothesis:

Table 3. Simple Regression Test Results

Model	Coefficient Value
A	45,393
B	0,738

Source: research processed data

The simple regression test obtained results in the form of a simple regression equation ($y = a + bX$), namely $y = 45.393 + 0.738 X$.

Table 4. Hypothesis Test Results

t_{count}	Sig	t_{table}	Information
2,654	0,011	2,01669	Signifikan

Source: research processed data

The table of calculation results using SPSS 23.0 shows that the variable X, namely the procedure for implementing the Supervisory Functional Position Enhancement Competency Test, has a t_{count} of 2.654 and a significant value of 0.011.

4. DISCUSSION

4.1 Procedure for the Implementation of the Competency Test for the Promotion of Functional Positions for Supervisors

The data regarding the procedure for implementing the competency test for the supervisory functional level promotion obtained the results in the form of a) the results of the respondents' answers regarding the aspects of the implementation of the test come procedure indicate that the test COMM implementation procedure is understood and can be followed by the supervisors, b) the results of the answers to the aspect of the test COMM requirement of the level-up show that the requirements the participants can fulfill the test-comm, c) the results of the respondents' answers regarding the implementation of the test-communal level increase show that the test-comm is well-organized and can be followed by the participants well. This data shows that the procedure for implementing the level promotion test is carried out by the established procedures and has been contained in the Guidelines for Competency Tests for Promotion of Functional Position Levels.

4.2 PNFI Program Quality Control

Data regarding the quality control of the PNFI program were obtained from a questionnaire consisting of 20 questions and given to 45 supervisors in East Java Province. After the data was analyzed, the results obtained in the form of a) the planning aspect obtained a result of 61% of the answers strongly agree on b) the monitoring aspect obtained a result of 58% of the agreed

answer, c) the assessment aspect obtained a result of 53% of the agreed answer, d) the coaching aspect obtained the results of 63% of the answers agree, and e) the reporting aspect obtains results of 57.8% of the answers strongly agree. These data indicate that the quality control activities of the PNFI program in East Java are carried out in several stages, from the planning stage to the reporting stage. This is in line with Juran's opinion in which includes 1) real performance evaluation; 2) comparing real performance and goals, and 3) act indifference.[24][25][26][27]

The Influence of the Implementation Procedures for Competency Tests for the Promotion of Supervisors' Functional Positions on the Quality Control of the PNFI Program

This study aims to test the research hypothesis in the form of "the procedure for implementing the commission for the promotion of supervisory functional positions affects quality control of the PNFI program in East Java Province". Based on the data that has been processed and analyzed, the results obtained are in the form of a regression equation, namely, $Y = 45.393 + 0.738 X$. This equation means that a constant of 45.393 means that if the consistent value of the X variable = 0 then the Y variable is worth 45.393. Then the regression coefficient of X is 0.738 so that for every 1% addition of the X value, the Y value increases by 0.738. Then the results of the hypothesis test in this study were $t_{count} > t_{table}$ with a value of $2.654 > 2.01669$ or a significant value ≤ 0.05 , namely $0.012 < 0.05$.

The results of these calculations show that the variable X, namely the procedure for implementing the competency test for the promotion of supervisory functional levels, has a t_{count} of 2.654, which is greater than t_{table} which is 2.01669, and a significant value of 0.011, which is smaller than 0.05. Therefore, H1 is accepted so that the X variable has a significant influence on the Y variable.

5. CONCLUSION

The supervisor as a non-formal education staff is required to develop his career in surveillance, so it is necessary to understand the procedure for implementing the competency test which is one of the requirements in applying for a promotion.

Program quality control activities by supervisors must be carried out by paying attention to and carrying out every stage from the planning stage to the reporting stage.

The procedure for implementing the competency test to increase levels affects the quality control of the PNFI program in East Java Province with the acquisition of the regression equation in the form of $Y = 45.393 + 0.793 X$, a significance value of 0.011.

The role of the supervisor as non-formal and informal education personnel requires the supervisor to carry out their duties while continuing to develop their potential so that the career that is built continues to grow. So as the agency that oversees the supervisors, the local Education Office should ensure that the procedures for implementing the competency test for promotion to functional levels have been conveyed and understood well by the prospective examinees. In addition, more attention should be paid to the quality control process carried out by the Inspectors so that the results obtained are more optimal.

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