ANALYSIS ON THE FACTORS THAT AFFECT WIDYAISWARA ENGAGEMENT IN THE CENTRE FOR EDUCATION AND TRAINING OF THE MINISTRY OF MANPOWER OF THE REPUBLIC OF INDONESIA

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ABSTRACT

Widyaiswara is a functional position that is responsible for educating, teaching and training civil servants also conducting evaluation and development of training in the Centre for Education and Training. The engagement of *widyaiswara* has become an important thing in the State's Training Program Agency, which is Centre for Education and Training of The Ministry of Manpower to produce apparatus with integrity and professionalism. For that reason, there are several factors that affect the engagement of a *widyaiswara*, which is from *the Pusdiklat* where a *widyaiswara* work in and from the *widyaiswara* itself. This study was based on the International Journal of Productivity and Performance Management by Anita J in 2014, referring to Kahn's theory in 1990 and Educational and Psychological Measurement using Schaufeli's theory, Bakker, and Salanova written in 2006. The factors are work environment, leadership, team and co-workers, training and career development, compensation, policy, well-being, vigor, dedication, and absorption. This research used postpositivis paradigm, with qualitative method through in-depth interview and documentation study. The result of this research is that there are six factors that directly affect the engagement of *widyaiswara*, which are team and co-workers, training and career development, well-being, work environment, compensation and leadership. While the indirect one is the policy, either it is the organization's policy or the *widyaiswara*'s. However, there are other crucial factors that affect the continuation of all programs, which is financing. If there were sufficient funding, therefore these factors can properly run.
Keywords : widyaiswara; engagement

I.   INTRODUCTION

A. Preface

Human Resources (SDM), at present, is an asset for an organization's triumph. That being said, employees engagement is needed so that humans can always be empowered. Engagement is a drive to control performance and a strategical foundation that heads for accomplishment in an organization.

An employee who possesses a high level of engagement will also feel strong emotional engagement towards his/her organization, which will affect his/her performance and productivity to be outstanding (Schaufeli et al. (2006)). As explained by the first researcher regarding Engagement, which is Kahn (1990), employees' engagement has a multidimensional form that consists of the emotional, cognitive and physical aspect of the employees and are interrelated. The emotional aspect is how employees feel that every factor holds its own positive and adverse side depending on the leader and the organization. The cognitive aspect means that the employee trusts the organization, leader, and the workplace conditions. The

physical aspect is an individual's effort in completing his/her duty.

Widyaiswara is a civil servant (PNS) that is appointed to the functional position by the officials with duty and responsibility, authority and the right to educate, teach and train *PNS*, conduct evaluation and training program development for the government. An engaged *widyaiswara* is needed by every training program in executing the duty and its function. As asserted by Federm (2009), employee's engagement is an individual's degree of commitment towards an organization, and the effect of one's commitment towards an organization, and the commitment refers to how rooted an individual in presenting performance also the year of service. In an article titled "*Shifting Sand: Examining Employee Engagement in Public Sector*" (2010) it is mentioned that "*engagement is a two-way mutual process between the employee and the organization.*" Therefore, a synergy between employees—*widyaiswara*— and the organization itself, which is Centre for Education and Training (*Pusdiklat*) is needed. When an organization is demanded to manage activities, the management faces a challenge in continuously improving not only the employees' performance, but specifically the *widyaiswara*.

The *Pusdiklat* tremendously needs engaged *widyaiswara* in stimulating creative training activities, which will spark the employees' enthusiasm to join the training in enhancing their competence. According to the demand of the Law of Republic of Indonesia Number 5 of 2014 about State Civil Apparatus (*ASN*), *ASN* must have the integrity and professionalism in conducting their duty and also improve their competence by participating in a minimum 80-hour training per year. Therefore, the role of *widyaiswara* in transferring knowledge and experience is very essential. There are several reasons why the *widyaiswara* in the Centre for Education and Training of The Ministry of Manpower

(*Pusdiklat Kemnaker*) need engagement that comes innately or from the *Pusdiklat*, and they are:

1. The *widyaiswara* of the Centre for Education and Training of the Ministry of Manpower was chosen in this research because it was in 2009 that the largest CPNS recruitment was done by the ministry, agencies, boards or regional governments (data: LAN, 2009), with the number of 16 people. This number is starkly contrasted with the other periods that only range from 1 or 2 people. As time goes by, in 2011 there were four people who resigned from their nominated position and in 2014, two more people moved to another agency.

2. The current number of people who have the *widyaiswara* position is 21 and they are divided into five specific fields, which are management, manpower supervision, industrial relation mediator, duty introduction and training and productivity management. However, the composition of widyaiswara in the field of Training and Productivity Management is absent. This is caused by the widyaiswara in the training and productivity field moved to the Industrial Relation field that has more education and training activities.

3. The Ministry of Manpower has not yet established regulations that control the development of professionalism or coaching for widyaswara in the Ministry of Manpower scope. On the other hand, other ministries/agencies/boards have already established these regulations. For instance the Ministry of Agriculture, Ministry of Education and Culture, and National Nuclear Energy Agency (BATAN).

According to the problems as mentioned earlier, the research question is "What factors affect the engagement of

widyaiswara in the Centre for Education and Training of the Ministry of Manpower?"

B. Theoretical Framework

The first study that puts forward the concept of employee engagement is Kahn (1990). Kahn (1990) defined 'employee engagement' as "*the harnessing of organization members selves to their work roles; in engagement, people employ and express aspect themselves physically, cognitively, and emotionally during role performances*." Employee Engagement takes a multidimensional form of emotional, cognitive, and physical aspects of employees that are interrelated. Cognitive aspect means that the employees trust the organization, leader and the condition of the workplace. The emotional aspect is how the employees have the impression that every positive or negative outcome depends on the leader and the organization itself, while the physical dimension of the employee's engagement is an individual's effort to complete their duty. According to Kahn (1990), an employee can only be engaged in one aspect, which is only emotional or cognitive. However, if deeper engagement happens, the action will propel personal engagement to be formed. This personal engagement is what will drive an employee's engagement.

Croston (2008) stated that employee's engagement is not the same as employee's satisfaction. Employee engagement is a behavior that is obtained after an employee feels satisfied, then one will have the awareness about the condition of the organization that will lead to the understanding from the employee on how one could contribute to a company's sytem. It is stated by Macey and Scheider (2008a) that even if someone is satisfied with their work, it does not mean that they are engaged. Giardini and Frese (2008) further discussed the matter and stated that *"goes a step further to argue that engagement often occurs in situations other than where one is satisfied with their work, such as when imminent deadlines and time pressures require an individual to work."*

Different from Croston, Luthans (2007) stated that engagement is a behavior that reflects an employee's loyalty to his organization, and is a continuous process, and the members of the organization express their concern through accomplishment and welfare. Saks (2006) also stated that "*although the definition and meaning of engagement in the practitioner literature often overlap with other constructs, in the academic literature it has been defined as a distinct and unique construct that consists of cognitive, emotional, and behavioral components that are associated with individual role performance*."

Engagement happens when the word engagement is defined as a positive behavior, something meaningful and motivating, which is characterized by "*vigor, dedication, and absorption*" (Schaufeli, 2002, and Schaufeli & Salanova, 2010). Vigor is marked with a high level of energy, the will to make an effort and resilience in facing challenges. Dedication is noted with a feeling of being valued, enthusiasm, inspiration, valuable and challenging. Absorption is noted with full concentration on a task (Schaufeli & Bekker, 2003). In conclusion, a synergy must be built between an organization and its members in working collaboratively with strong motivation, spirit, and resilience in facing challenges to fulfill the goal of the organization.

Therefore, according to the definitions as mentioned above, it can be concluded that employee engagement is a multidimensional construction of the emotional, cognitive and physical aspects towards an organization. The engagement is used to increase productivity, profitability, performance, as well as an organization's triumph. It can also be concluded that employee engagement is passion and energy that are given by employees to shape work

commitment, accompanied by a profound emotional appreciation. From this, employees can optimally contribute to their organization to accomplish the goals. It can also be said that employee engagement is a degree of employees' performance from the physical, emotional, or psychological aspect that pushes them to run their role positively and proactively to reach their organization's goal. For that reason, synergy is essential to exist between the employees and the employers, or an organization with its members

Cook (2008) mentioned that there are several objectives of employee engagement, which are:

1. Increasing productivity by driving the employee's effort in giving the best contribution to the organization.
2. Enhancing passion and commitment to the vision, strategy and the organization's goal so that the employees can adapt their values to the ones of the organization.
3. Creating a conducive workplace which can maximize workgroups' performance so that employees can be creative and innovative in doing their jobs.
4. Increasing the recruitment and selection process to procure employees that possess a high loyalty to the organization.
5. Shaping the organization's reputation for making it more attractive, which will enhance the customer's loyalty and experience in order to increase the business development.

In the "*International Jornal of Management Research and Business Strategy*", Gallup consultant (2006) defined the employees involvement and also enthusiasm towards the occupation. There are three types of employees, they are:

1. Employees who work with great spirit and is able to feel a deep connection with the organization and tries to improve the organization.

2. Employees who are essentially 'checked out'. They're physically in their workplace but does not have energy nor passion for their work.
3. Aside from being unhappy at work, employees are openly expressing their unhappiness. Aside from that these workers daily undermine what their engaged co-workers accomplish (look at table 2.3)

Table 2.1 Three Types of Employees

| The Three Types of Employees	
1	*ENGAGED* *Employees work with passion and feel a profound connection to their company. They drive innovation and move the organization forward.*
2	*NOT-ENGAGED* *Employees are essentially 'checked out'. They're sleepwalking through their workday, putting time – but no energy or passion – into their work.*
3	*ACTIVELY DISENGAGED* *Employees aren't just unhappy at work; they're busy acting out their unhappiness. Every day, these workers undermine what their engaged co-workers accomplish.*

Source : Gallup (2006)

There are three dimensions or aspects of an employee (Schaufeli et al, 2006), which are:

a. Vigor Aspect

Vigor aspect is an aspect that is noted with strong mental power and resilience in working, the will to make an effort in doing something also perseverance in facing difficulties.

b. Dedication Aspect

Dedication is marked with meaningfulness, enthusiasm, inspiration, proudness and a sense of challenge in the workplace. People who possess a high dedication score, strongly identified their job because they consider the experience to be priceless, inspiring and challenging.

Aside from that, they are usually enthusiastic and proud of their job. In contrast, people with a low score of dedication feels the opposite.

c. Absorption Aspect

Absorption aspect is noted with the presence of concentration and deep interest, fully absorbed in working, times passes quickly, and the individual feels reluctant in detaching themselves from their job and even forget their surroundings. The people with high absorption score usually feel delighted that their attention is directed only at their job. In contrast, the people who score low on absorption feels the opposite.
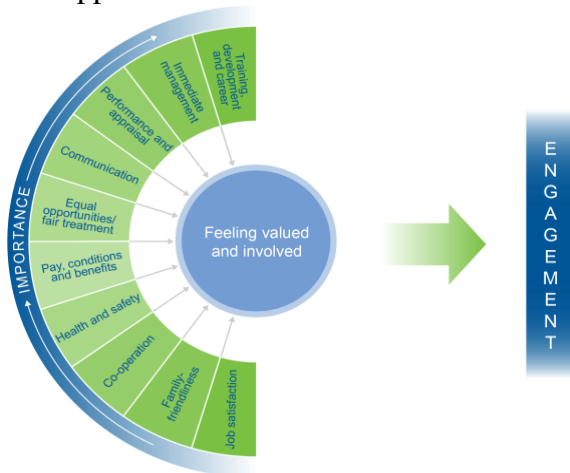

Picture 2. 1 Model of The Drivers of Employee Engagement
Source : Robinson et al (2004)

The model that is illustrated by Robinson (2004) consists of some factors such as job satisfaction, family friendliness, co-operation, health and safety, pay condition and benefits, equal opportunities/fair treatment, communication, performance and appraisal, immediate management and training and career development. These factors have value in developing engagement for an organization.

On the other side, Schmidt's model highlights the importance of work commitment that can drive satisfaction and organization. This model illustrates the dynamics of public organization that begins with recruitment and progresses through work supports for work, wellness, and ends in the high level of organizational performance.
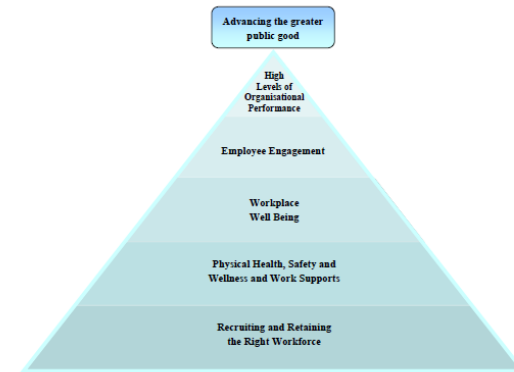

Source: Schmidt (2004)

Picture 2. 2 Schmidt Model of Organizational Dynamics in the Public Sector
Source : Schmidt (2004) in "Employee Engagement in Public Sector, a Review Lierature*" (2007)*

The International Journal of Human Resource Studies (2015) identified several factors that affect employee engagement according to Kahn (1990) and Anitha J (2014) that covers workplace well-being, organizational policies, compensation, training and career development, team and co-worker, leadership and work environment. They are illustrated in the picture below:

Picture 2.3 Determinants of Employee Engagement and their Impact on Employee's Performance Source : Anitha J, 2014
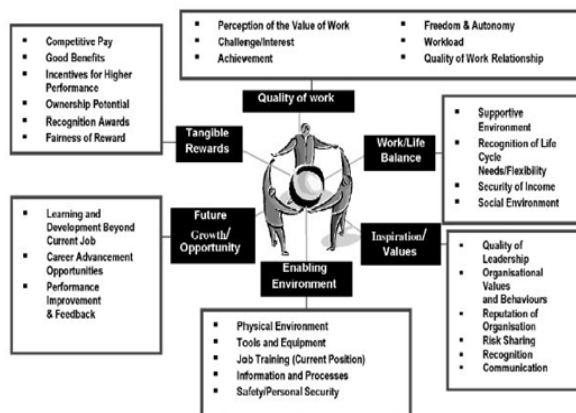
Picture 2.4 The Engaged Performance Model – 6 Core Elements
Source : Institute of Employment Studies
The drivers of employment engagement study, 2004

Institute of Employment Studies (2004) mentioned that there are six driving factors of employee engagement, they are quality of work, work-life balance, inspiration/values, enabling environment, future growth/opportunity, and tangible/rewards.

The factors of employee engagement as mentioned by Bakker (2009) are:

1. Job Resources
   Job Resources refers to physical aspect, social or organizational of the occupation that allows individuals to:
   a. Lessen the demand of the job and psychological or physiological cost related to the occupation;
   b. Reach the target operation;
   c. Stimulate growth, learning and personal development.

2. *Salience of Job Resources*
   This factor refers to how important or useful is the resources that are owned by individuals.

3. Personnel Resources
   Personnel Resources refers to the characteristics of the employees such as personality, trait, age, and others. An engaged employee would have different personal characteristics from the other workers for having higher extraversion and conscientiousness, also lower score of neuroticism (Bakker, 2009).

Garber (2007) in his book titled "*50 Activities for Employee Engagement*" declared 10 key factors of employee engagement, and they are:

1. *Commitment*
   Employee engagement illustrates employees' level of commitment to an organization.

2. *Attitude*
   Engaged employees have a positive attitude towards the organizations, values, goals and operating principles. In the workplace, employees respect one another. Staff development is the most important thing in an organization to accomplish the aim of the organization. The employees receive support in optimizing their capability and competence for better performance.

3. *Alignment*
   The recognition and reward systems are viewed as being fair and are aligned with the employees and the organization's goal. Employees vigorously work in achieving the organization's success. Engaged employees understand and support the organizational strategy. They understand the connection between

individual performance and the achievement of the organization.

4. *Communications*
   The communication between the organization and employees are effective, consistent, and goes both ways.

5. *Goals*
   Engaged employees understand the organization's objectives and works together with their co-workers to support the achievement of these goals. In an engaged work environment, everyone is on the same team that puts their energy for the same goal.

6. *Customer Focus*
   Everyone is dedicated to fulfilling the needs and expectations of the customer in any way they can

7. *Commitment*
   Employees on all levels of the organization are willing to perform extra effort to make sure that their job is performed as best as possible. The commitment itself is not short-termed goals, but longterm success of the organization.

8. *Loyalty*
   For engaged employees, loyalty goes beyond earning their payroll or other supports. However, it is more to what they need and hope for.

9. *Involvement*
   Engaged employees do extra things without expecting compensation or recognition, although they will appreciate it if given. They are also emotionally committed and tied to the organization in order to accomplish the organization's goal.

10. *Ownership*
    Engaged employees act as if they were the owner of the organization, so they are putting the same effort and commitment as someone who owns the organization would in every situation.

    Baumruk and Gorman (2006) asserted that if employees are highly engaged to their organization, there will be 3 general behaviors that will improve the organization's performance:

1. *Say.* The employee will give input for the organization and co-workers, and also give information regarding potential employees and customers.

2. *Stay.* The employee will stay in an organization despite having opportunities to work somewhere else.

3. *Strive.* The employee will give extra time, effort and initiative to contribute to the organization's success.

    On the contrary, if the engagement is absent in an employee, behaviors such as an employee not working effectively and efficiently, not showing full commitment towards their job, reluctant in giving contribution to the organization also worry about every form of evaluation, such as performance evaluation. (Blessing White, 2006 and Perrin, 2003).

    Therefore, according to the theories mentioned earlier, engagement happens between two sides, the employees and the organization and vica versa. This engagement is based on factors that come from both parties such as work environment, leadership, team and co-worker, training and development, compensation, organization's policy and welfare. With vigor, dedication and absorption that are illustrated by Schaufelli et al., employees engagement towards their organization can be developed.

II. RESEARCH METHOD

    This study uses postpositivis paradigm with qualitative method and in-depth interview and documentation study. The technique for data validation that is used is source and technical triangulation. The source triangulation is used to validate data from State Administration Agency, The Ministry of Manpower for Centre for Education and Training, while the technical triangulation is used to check data credibility from the same source using

different technique. The technique is used by the researcher after obtaining interview result, which later cross-checked with the documentation result.

III. DISCUSSION AND ANALYSIS

Widyaiswara is a civil servant (PNS) that is appointed to the functional position by the officials with duty and responsibility, authority and the right to educate, teach and train *PNS*, and conduct evaluation and training program development for the government.

Widyaiswara has several related regulations, which are:

1. The State Civil Apparatus (*ASN*) Law Number 5 of 2014 regarding State Civil Apparatus; states that *widyaiswara* is a part of ASN, which owns the right for competence development through education and training for 80-hour per year.
2. Government's Regulation No. 101 of 2000 regarding Education and Training for Civil Servants; since *widyaiswara* deals with education and training, they have to understand the substance itself.
3. The Minister of the State Apparatus Utilization and Bureaucracy Reformation (*Permenpan RB*) Number 22 of 2014 regarding The Functional Position of *Widyaiswara* and the Credit Number.
4. The Regulation of the Head of State Administration Agency (*Perkalan*) Number 26 of 2015 regarding Technical Guidance of Functional Position for *Widyaiswara* and the Credit Number.
5. The Joint Regulations of the Head of State Administration Agency (*LAN*) and the Head of The National Civil Service Agency (*BKN*) Number 1 of 2015 and No. 8 of 2015 regarding The Stipulation for Permenpan RB Implementation Number 22 of 2015.
6. The Regulation of the Head of State Administration Agency (*Perkalan*) Number 5 of 2008 regarding Standard Competence of *Widyaiswara.*
7. The Regulation of the Head of State Administration Agency (*Perkalan*) Number 6 of 2008 regarding Certification of *Widyaiswara.*

For every person interested in becoming a *widyaiswara*, it is mandatory to join the Education and Training for *Widyaiswara* so that one can:

1. Create the Outline for Learning Program (GBPP) or Learning Program Design for Education and Training (RBPMD) and Learning Unit (SAP) atau Lesson Plan (RP);
2. Compose the material for education;
3. Establish adult learning strategy;
4. Communicate effectively with the training;
5. Motivate the participants of training to study; and
6. Evaluate learning.

It is crucial to join the training because people who want to sit in the functional position of *widyaiswara* are obliged to have a competence. Competence here refers to a set of knowledge, skills, characteristics, attitude and behavior that has to be possessed by a *widyaiswara* to profesionally fulfill their responsibility. The standard competence that is hoped from a *widyaiswara* is a competence in learning, personality, social and substantive management.

1. Management competence is an ability that must be posessed by a *widyaiswara* in planning, composing, conducting, and evaluating the learning process.
2. Personality competence is an ability that must be posessed by a *widyaiswara* regarding attitude in executing their tasks that can be asessed and made an example for the training participants.
3. Social competence is a skill that must be owned by a *widyaiswara* in relation to his/her work environment.

4. Substantive competence is a skill that a *widyaiswara* must have related to the scientific field and skill for the training subject.

Therefore, the mind map of this study is:

Picture 4. 1 Research Analysis Model
Source : Managed by the researcher, 2017

Engagement comes from the *Pusdiklat* and the *widyaiswara* themselves. From the ten discussed factors, there are only six factors that directly contribute to engagement, and they are team and co-workers; training and career development welfare; work environment; compensation and leadership. The policy is an indirect factor of a *widyaiswara* engagement, both the policy and the regulation for an organization or a *widyaiswara*. While from the individual itself, engagement towards the *Pusdiklat* will be affected when there is enthusiasm in running their roles and functions, dedication to fulfilling their responsibilities as *widyaiswara* and absorption, which is enjoying their role in facilitating, leading, coaching in every educational and training activity. From in-depth interviews, the factors that are considered to be superior in increasing *widyaiswara* engagement are education, training and career development. Through the given education, training, the chance to improve their knowledge, it is necessary for *widyaiswara* to improve their competence that will result in the ability for them to conduct excellent quality training, for they are competent conceptually and practically.

Moreover, they will feel rewarded by the *Pusdiklat* for developing their cognitive, affective and psychomotor competence. Aside from that, with the given education and training, their career development will improve. This will lead to them being more engaged emotionally, psychologically and physically to give the best for the *Pusdiklat*. For that, the factors can be summarized with the picture below.
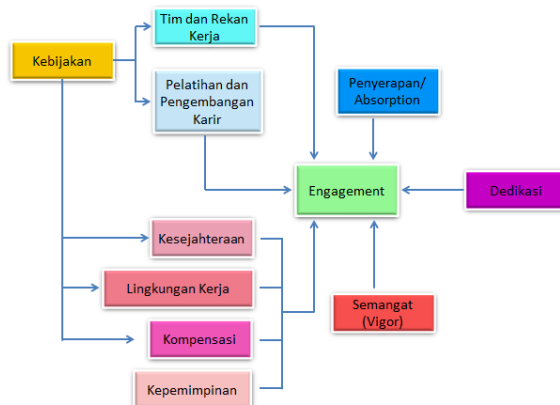
Picture 4. 2 Factors that affect the engagement of *widyaiswara*
Source : Managed by the researcher
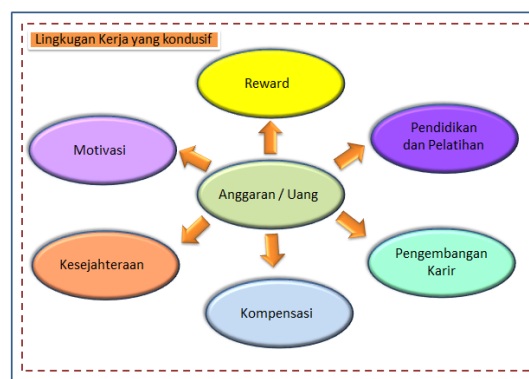
Picture 4. 3 Factors that affect the engagement of *widyaiswara*
Source : Managed by the researcher, 2017

Therefore, there are six factors that directly contribute to the engagement of *widyaiswara*, which are: team and colleagues, training and career development, well-being, work environment, compensation, and leadership, while policies affect the engagement indirectly. These factors have become the main drive in

improving the engagement of *widyaiswara* if supported by sufficient funding to improve their competence in teaching and transferring knowledge.

IV. CONCLUSION

The engagement of *widyaiswara* is affected by two dimensions. The first one comes from themselves and the *Pusdiklat* as an organization where *widyaiswara* work in. The personal drive factors that influence the engagement of *widyaiswara* are strong will in getting their duty and the wants to function; dedication in fulfilling their responsibility as *widyaiswara* and absorption, which means enjoying their role in facilitating, leading, and coaching every educational and training activity. On the other hand, six driving factors come from the *Pusdiklat*. The factors are the colleagues in team teaching activity or other tasks; the funded training and career development; their well-being that is attended to by their leaders; conducive and harmonious work environment between *widyaiswara*, leader, and other workers in supporting the vision and mission of the *Pusdiklat*; fair compensation for their welfare and competent leadership that can hoist the *Pusdiklat* and its staff, especially highly engaged *widyaiswara.*

V. SUGGESTION OR RECOMMENDATION

There are several suggestions or recommendation from this study reflecting the analysis result and conclusion:

a. It turns out that it is very crucial to have a design of guidance and also career development for widyaiswara. The guidance will help to ensure their career so that when widyaiswara are recruited through CPNS, they will have a clear vision of improving their competence, especially developing knowledge and skill in the technical field.

b. Guiding regulation for accomplished *widyaiswara*, let it be selection or asessment for accomplished *widyaiswara*, are needed to be created to motivate their performance. Aside from motivating their performance, the guide will also propel them to be creative and innovative also putting the given budget to good use for internal, national or international scientific work or seminar.

c. The availability of guiding regulation or technical manual (*Juknis*) for *widyaiswara* in giving material is necessary. The manual will serve as a quality control of the training, which includes the requirements of trainer/*widyaiswara* that fits the role. This is also meant to guarantee the standard and quality of the accreditation that has been earned by Pusdiklat or Boards for Training and Education.

d. Data, documents, law, and regulations should be neatly archived, especially for the law and regulations related to widyaiswara, and handed to the National Archives of the Republic of Indonesia (ANRI). Therefore, if any documents were missing from the original agency, for instance, *Permenpan* or *Perkalan*, the file can be traced back to ANRI. The presence of archivists in an institution has become something very crucial in tracing back important documents.

e. Related to the research, the next research is to determine to engaged performance for drives of employment and organizational engagement that influence work performance.

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