

Improving the Performance of Facilitator through Individual Characteristic and Motivation in Development of Empowerment Teacher and Education Personnel (P4TK) Bandung – Indonesia

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Abstract—P4TK-IPA, is an institution that provides facilities in carrying out the improvement of competence of educators and educational personnel. In carrying out the activities of the education and training needs to have the right strategy and achieve the targets in the human resources development component in particular for facilitators as part of government bureaucracy in educational institutions and training. As a functional staff or facilitator in carrying out education, teaching and training must show high performance, given the duties and responsibilities that are quite heavy in organizing training, teaching and education. This study aims to analyze the improvement of facilitator performance through individual characteristics and motivation, methods used in quantitative methods, types of descriptive and verification research with the aim of knowing and analyzing the situation and the influence of individual characteristic variables and motivation on the performance of facilitators. Collecting data through observation, questionnaires, and documentation of data, with respondents as many as 52 respondents, the analysis used is path analysis. The results of the study conclude that there are simultaneously significant effects of individual characteristics and motivations on the performance of facilitators. There is a partial positive and significant effect of each variable on individual characteristics and motivation on the performance of the facilitator.

Keywords—individual characteristics; motivation; performance of the facilitator

I. INTRODUCTION

One national goal that is the intellectual life of the nation, the Government operates on the development of science and technology that are not detached from the element of science, math and technology needs to be supported by human resources professional and quality. Center for the development and empowerment of produce educators and the nature of Science (P4TK-IPA) is an institution that provides facilities in carrying out the improvement of competence of educators and educational personnel. In carrying out the activities of the education and training needs to have the right strategy and achieve the targets in the human resources development component in particular for facilitators as part of government

bureaucracy in educational institutions and training. The success of teachers or facilitators are able to improve productivity and quality of work education and training participants. The success of the training and education program is defined by professionalism shared by facilitators or teachers.

Based on the structural and functional employee data based on level of education, human resources P4TK-IPA can be seen in table 1 as follows:

TABLE I. TECHNICAL AND FUNCTIONAL EMPLOYEE DISTRIBUTION MAPBASED ON EDUCATION LEVEL

No.	Educational Level	Structural		Functional		Total
		Male	P	L	P	
1.	Elementary school	2	0	0	0	2
2.	Middle school	2	1	0	0	3
3.	High school	22	6	0	0	28
4.	D1	0	0	0	0	0
5.	D3	5	0	0	0	5
6.	S1 / D4	14	15	5	2	36
7.	S2	13	15	23	20	71
8.	S3	2	1	1	3	7
Total		60	38	29	25	152

Source: PPPPTK IPA 2017

The above data shows that the competence of human resources P4TK-IPA is still classified as low, which has still many structural position graduates SLTA. In accordance with the demands of the functions and responsibilities facilitator must have ability and special skills in the field so that it is able to carry out training activities to the maximum. Program of education and training Activities organized P4TK-IPA, is one of the efforts to improve and develop the ability of trainees to master certain material in the field of natural sciences in accordance with his needs.

Based on the observations that the demands of participants of the education and trainer (teacher, principal, Superintendent) is so high that needs to be backed up with the system programs and teaching proportional, but existing facilitator could not

fully meet the expectations and desires of the participants were the education and trainer. According to Law No 20 of 2003 of the national education system "the facilitator is a person who is educated and well-trained, and have a rich experience in their fields" [1]. Facilitators need to have appropriate competence substance field of his expertise. The individual characteristics of each of the participants with each other is different in terms of age, gender, level of education, marital status, job periods, and the position in the organization. so as a facilitator need to learn the learning material, set up, learning methods that will be presented to the participants of the education and training. Individual characteristics into motivation in performance improvement facilitator. The facilitator other than performance, supported by human resources professionals, individual characteristics and motivation being the most important part. This research developed from previous research "Competence-forming Factor Facilitator through Involvement in the process of teaching and learning and work environment in P4TK-IPA.

Individual characteristics and motivation as the aspects and indicators that can provide performance improvements in strengthening the facilitator P4TK-IPA. According to Robbins, "individuals characteristics include: age, gender, level of education, marital status, job periods, and the position in the Organization," [2]. While according to Woolfolk "each individual has specific characteristics Depending on the factors that influenced them, namely: (1) the maturity value added because of age (maturity), (2) activities (activity) that person does to the environment as well as the things he had learned, (3) the influence of the environment against himself (social transmission)" [3].

Everyone will have characteristics that are different from each other, Ivancevich says that, "every person has an unique personal thanks to their background. Individual characteristics, needs and their way of looking at the world and the other individual. The person who looks at things differently will behave differently. People who have a different attitude will give a different response against orders. People who have different personalities interact in different ways with superiors, peers, subordinates and consumers. With millions of different ways of forming individual differences, organizational behaviour, and in the end, the success of individuals and organizations" [4].

In addition to individual characteristics, motivations as an important factor in improving the performance of the facilitator. Robbins says "the motivation is the willingness to issue a high level of effort for the purpose of an organization that is conditioned by the ability it's own efforts in meeting some of the needs of the individual. Needs to occur if there is not a balance between what is owned and what is expected. The urge is a mental strength-oriented fulfilment of hope and achievement of goals. And goals are things you want to accomplish by an individual" [5]. While according to Mathis "motivation is a passion in the person who causes the person doing the action. Motivation is the driving power that resulted in the person's organization members want and willing to exert the ability, in the form of expertise or skill, effort and time to organise various activities which become his responsibility and fulfil its obligations, in order of achievement of goals and

targets of the various organizations that have previously specified" [6].

Individual characteristics and motivation as the key factor in improved performance facilitator. Veithzal says "performance is the result or the person's overall success rate during a certain period in carrying out the task compared with the range of possibilities, such as a standard work, targets or goals or criteria have been determined in advance and agreed together" [7]. Where as the opinion of the Prawirosentono , said "the results of the work can be accomplished by a person or group of people within an organization, in accordance with the authority and responsibility of their respective efforts in order to achieve the objectives of the Organization in question illegally, did not violate the law and in accordance with ethical or moral" [8].

II. RESEARCH METHODS

This research method using the quantitative method are explanatory reseach: describing relationships and the influence of the variables examined through hypothesis testing, variable in this study are: the characteristics of the individual (X_1), motivation (X_2) and the performance of the Facilitator (Y). The population of this research is the facilitator P4TK-IPA Bandung, as many as 52 people, sampling method using the population census that is used as a respondent or as a data source.

Research data was obtained from primary data and skunder. The collection of data through observation, questionnaires and documentation of data and is supported by the results of other studies, literature review, and regulations and laws relating to the facilitator P4TK-IPA. Testing of the instrument consists of a valididtas test and reliability.

TABLE II. THE INDIVIDUAL CHARACTERISTICS OF THE VARIABLES (X_1)

Question	r count	r table	Statement
$X_{1,1}$	0,426	0,300	Valid
$X_{1,2}$	0,636	0,300	Valid
$X_{1,3}$	0,630	0,300	Valid
$X_{1,4}$	0,317	0,300	Valid
$X_{1,5}$	0,498	0,300	Valid
$X_{1,6}$	0,367	0,300	Valid
$X_{1,7}$	0,447	0,300	Valid
$X_{1,8}$	0,665	0,300	Valid
$X_{1,9}$	0,301	0,300	Valid
$X_{1,10}$	0,486	0,300	Valid
$X_{1,11}$	0,701	0,300	Valid
$X_{1,12}$	0,806	0,300	Valid
$X_{1,13}$	0,372	0,300	Valid
$X_{1,14}$	0,391	0,300	Valid
$X_{1,15}$	0,341	0,300	Valid
$X_{1,16}$	0,698	0,300	Valid
$X_{1,17}$	0,403	0,300	Valid
$X_{1,18}$	0,502	0,300	Valid
$X_{1,19}$	0,503	0,300	Valid
$X_{1,20}$	0,487	0,300	Valid

Source: Data on Sports writers from SPSS 22

The above data from the results of the test the validity of the individual characteristics of the variable is declared valid,

the biggest statement in statement X_{1.12} of 0.806 and smallest X_{1.9} statement of 0301.

TABLE III. TEST THE VALIDITY OF THE MOTIVATIONAL VARIABLE (X₂)

Question	r count	r table	Statement
X _{2.1}	0,648	0,300	Valid
X _{2.2}	0,623	0,300	Valid
X _{2.3}	0,461	0,300	Valid
X _{2.4}	0,538	0,300	Valid
X _{2.5}	0,482	0,300	Valid
X _{2.6}	0,725	0,300	Valid
X _{2.7}	0,530	0,300	Valid
X _{2.8}	0,795	0,300	Valid
X _{2.9}	0,696	0,300	Valid
X _{2.10}	0,521	0,300	Valid
X _{2.11}	0,658	0,300	Valid
X _{2.12}	0,476	0,300	Valid

Source: Data on Sports writers from SPSS 22

The above data from the results of Testing the validity of a motivational variable is declared valid, the biggest statement in statement X_{2.8} of 0.795 and smallest statement X_{2.3} of 0461.

TABLE IV. VALIDITY TEST OF FACILITATOR PERFORMANCE VARIABLES (Y)

Question	r count	r table	Description
Y.1	0,811	0,300	Valid
Y.2	0,425	0,300	Valid
Y.3	0,409	0,300	Valid
Y.4	0,754	0,300	Valid
Y.5	0,793	0,300	Valid
Y.6	0,689	0,300	Valid
Y.7	0,792	0,300	Valid
Y.8	0,795	0,300	Valid
Y.9	0,682	0,300	Valid
Y.10	0,543	0,300	Valid
Y.11	0,562	0,300	Valid
Y.12	0,788	0,300	Valid
Y.13	0,688	0,300	Valid

Source: Data on Authors from SPSS 22

The above data from the results of Testing the validity of a motivational variable is declared valid, the biggest statement on statement y. 1 amounted to 0.811 and smallest statement y. 3 of 0409.

TABLE V. RESULTS OF RELIABILITY TEST

No	Variable	Cronbach's Alpha	Test Result	Catagory
1	Individual characteristic	0,886	0,700	Reliable
2	Motivasi	0,884	0,700	Reliable
3	The Performance Of The Facilitators	0,916	0,700	Reliable

Source: SPSS processing Results 22.

TABLE VI. RECAPITULATION OF RESPONDENTS' RESPONSES ABOUT INDIVIDUAL CATARETRISTICS (X₁)

NO	Dimension	ΣScore	Total Statement	Average	Creteria
1	Age	1,398	8	3,8	Good
2	Formal Education	1,437	7	3,9	Good
3	Work Experience	576	3	3,7	Good
4	The Office and the Space	327	2	3,1	Good Enough
TOTAL		3,738	20	3,63	Good

Source: Data on Authors from SPSS 22

The responses of the respondents about individual characteristics of 20 statements in both criterion, the smallest on the respondent's response Office and the dimensions with an average of 3.1, criterion "quite well", and the response of the respondent the greatest dimension of education formal with a 3.9 average criterion of "good"

TABLE VII. RECAPITULATION OF RESPONDENTS' RESPONSES ABOUT MOTIVATION (X₂)

NO	Dimension	ΣScore	Total Statement	Average	Creteria
1	Expand employment relationships	1,091	5	4,1	Good
2	Develop the ability of science	449	2	4,0	Very Good
3	Carry out task of learning.	1,099	5	3,9	Very Good
TOTAL		2,639	12	4,0	Very Good

Source: Data on Authors from SPSS 22

The average score of 12 statements from respondents' responses about motivation is very good, so the facilitator's motivation needs to be maintained even better, so that the facilitator's performance is high.

TABLE VIII. RECAPITULATION OF RESPONDENTS' RESPONSES ABOUT THE PERFORMANCE OF FACILITATORS (Y)

NO	Dimension	ΣScore	Total Statement	Average	Criteria
1	Develop learning tools	662	3	3,8	Good
2	Execute the instruction..	916	4	4,3	Very Good
3	Communicate effectively with participants	463	2	4,1	Good
4	Motivate the learning spirit of the trainees	929	4	4,2	Good
TOTAL		2,970	13	4,1	Good

Source: Data Processing Results of Researchers

The responses of the respondents about the performance of the facilitator of the 13 statements in both criterion, the smallest dimensions of respondents responses compiled a learning device with an average of 3.8, criteriaon "good", and the response of the respondent the greatest dimension implementing learning. with an average of 4.1 the criterion of "good".

III. RESULTS AND DISCUSSION

A. Correlation Analysis

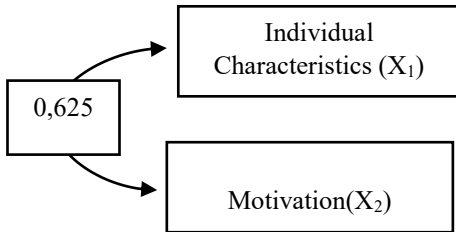


Fig. 1. Result of the analysys of the correlation.

The results of the analysis of the correlation between variables of individual characteristics and motivation of 0.625, indicating that the relationship the two variables are "strong".

B. Path Coefficient

TABLE IX. COEFFICIENT

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	21,475	6,696		3,207	,002
Individual Characteristic	,167	,082	,288	2,044	,046
Mtivation	,498	,169	,417	2,954	,005

Dependent Variable: The Performance of the Facilitators

The results of the analysis Individual Characteristics and motivation to facilitator’s performance as follows:

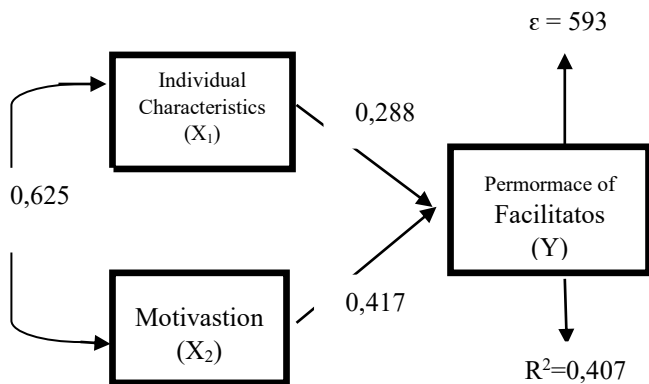


Fig. 2. Influence of variables individual characteristics and motivation onperformance of facilitator

Figure 2 above variables have the greatest influence on motivation facilitator’s Characteristics, meaning if the motivation is high then the facilitator will increase performance, but the variable individual characteristics and motivation of each other should support each other, because both these variables simultaneously affect the performance of the facilitator.

In the calculation of the value of the correlation and coefesient lanes, then known to the magnitude of the influence of the directed edge and indirect variables of individual characteristics and motivation on performance facilitator as follows:

TABLE X. DIRECT AND INDIRECT INFLUENCES OF THE CHARACTERISTICS OF THE INDIVIDUAL AND MOTIVATION TOWARDS THE PERFORMANCE OF THE FACILITATORS.

Variable	Direct Influence	Indirect Influence		Total Influence
		X ₁	X ₂	
Individual Characteristik (X ₁)	8.29%		7.51%	15.80%
Motivation (X ₂)	17.39%	7.51%		24.89%
Total	25.68%	7.51%	7.51%	40.70%

C. Determiation Coefficient

The result of processing by using SPSS 22 retrieved the value of the coefisient determination (R²) of 0.407 or 40.7%, then the individual's characteristics and motivation affect performance of the Facilitator, with a value of F count is greater than F table 16.799 3.18, meaning the increasing individual characteristics and motivation then it will increase the performance of the facilitators, while the outside model (errovar) of 0, 593 or 59.3%.

TABLE XI. COEFESIENT DETERMINATION (R²)

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
,638 ^a	,407	,383	4,61775	,407	16,799	2	49	,000

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D. Discussion

The influence of individual characteristics variables on performance characteristics of Individual facilitators (X₁) have a significant influence on performance Facilitator (Y), with a value of direct influence of 8.29% and indirect influence of 7.51%, then the total influence of individual characteristics on performance facilitator of 15.80%. [2], “Aspects related to the

characteristics of the individuals are, such as: Age, Formal education, work experience, and the Office”.

1) *Age*: Age is one of the dimensions of personal characteristics influence the biological and psychological function. Age will also have an effect on a person's ability in studying, understanding, accepting and adopting a technology as well as an increase in work productivity.

2) *Formal education*: Formal education is education which is structured and tiered, consisting of primary education, secondary education, and higher education. Education in General will have an effect on a person's level of competence and performance, in performing job duties that are charged to the relevant task in the place she works.

3) *Work experience or work period*: Work experience or work period is important as a person's track record as a study in trip of her life, who can give you the benefit of the knowledge and abilities as well as ease in understanding implementation the next tasks, so that he can perform the task easy and well-planned and programmed properly. According to Siagian, he says that: “work experience is the overall lessons learned by someone from the events undertaken in the course of his career” [9].

4) *The office*: The Office deals with a series of work that will be done and the requirements necessary to perform the task and the environmental conditions under which the work is done. The data collected in more detail include tasks (duties), responsibility (responsibility), the ability of humans (human ability), and the standard of performance (performance standards). Wursanto says: "the position is defined as the position indicating the duties, responsibilities, authority, and the right of a person is an employee in an organization." [10]. The characteristics of the individual has an impact on the performance of a facilitator in accordance with the results of the research [11].

E. The Influence of Motivation on Performance Facilitator

The motivation of the facilitator (X_2) has a positive and significant influence on performance facilitator (Y), with a value of direct influence of 17.39% and indirect influence of 7.51%, then the total motivasi facilitator influence on performance Facilitator of 24.89% Motivation facilitator consists of expanding the dimensions of working relationships, develop science, carried out the task of learning, According the results of the research [12].

F. The Influence of Individual Characteristics and Motivations Simultaneously on the Performance of Facilitators

Path analysis test results obtained result value of F count to influence individual characteristics, and motivation are simultaneously against the variable performance of 0.407 Facilitators, while the value F table with 95% confidence level ($\alpha = 0.05$), with a value of F count 16.799, with a value of sig. F of 0.000, which means that there is a significant influence of individual characteristics and simultaneously the motivation against the performance of the facilitators. The Performance of

fasilitaor consists of dimensions of carrying out learning task, compile learning devices, implementing learning. using learning methods, conduct effective communication. Robbins said: the motivation is the willingness to issue a high level of effort for the purpose of an organization that is conditioned by the ability its own efforts in meeting some of the needs of the individual [5]. Needs to occur if there is not a balance between what is owned and what is expected. The urge is a mental strength-oriented fulfilment of hope and achievement of goals. And goals are goals or things you want to accomplish by an individual.

IV. CONCLUSION

Research results can be concluded that the variable characteristics of individuals is at a good criteria, meaning that the variable characteristics of individuals who comprise aspects of Age, Formal education, work experience, Position and the Space needs to be increased by way of the facilitator should improve competencies through further study, training, internships, the paper so that it can become a professional facilitator and can meet the needs and desires of the participants of the education and training.

The motivational variable the Facilitator on good criteria, which consists of extending the working relationship, developing the ability of science, carried out the task of learning, if the facilitator was able to supply training materials should be interesting and quality as well as standard (syllabus, training curricula, training modules, and visualization training), will be a high motivation for participants of training and education.

Performance criteria are at a good facilitator, which comprises aspects of putting together a learning device, learning method, carry out the training, motivating spirit learning participants, communicate effectively with participants training and commitment in carrying out the task of teaching, performance means the facilitator needs to be improved in support of professionalism as a facilitator to share experience, knowledge, data and information, devise a plan of learning, cooperation learning resource use, as well as implement commitments in presenting a quality training material and has a clear standard so that the participants of the training and education can implement and apply the results obtained during following training and education. Performance is achieved if the program facilitators and learning methods provided the facilitator to the participants with good quality.

The results of the research in verifikatif shows that individual characteristics and motivation have positive influence and significant and simultaneous partially against the performance of the facilitators.

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