

# EVALUATION OF WIDYAISWARA PERFORMANCE REVIEWED FROM THE FUNCTIONAL POSITION POLICY AND WORKLOAD AT BBPPMPV BMTI CIMAHI

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**Abstract :** The Center for Quality Assurance Development for Vocational Education in Mechanical and Industrial Engineering (BBPPMPV BMTI) is a government institution responsible for conducting training. BBPPMPV BMTI operates as a Technical Implementation Unit (UPT) under the Directorate General of Vocational Education, Ministry of Education and Culture, as stipulated in Regulation No. 26 of 2020 on the Organization and Work Procedures of the Ministry's Technical Units. According to a letter from the Head of LAN (No. 3672/K.1/JFT.01.1, dated 23 June 2022), the classification of *widyaiswara* positions was set into four categories: Principal 14, Intermediate 12, Junior 10, and Entry 8. This research aims to explore and assess the application of policies related to functional positions, workload distribution, and the performance of *widyaiswara* at BBPPMPV BMTI Cimahi. Employing a descriptive qualitative approach, the data was collected from interviews, field notes, photographs, and documents. The research subjects included *widyaiswara* across different programs and heads of centers at BBPPMPV BMTI Cimahi. The findings indicated that, over a three-year period, the heaviest workload was borne by junior *widyaiswara* (8782 instructional hours), while senior *widyaiswara* had no workload, as their responsibilities were reduced based on current regulations. Despite these disparities, all *widyaiswara* fulfilled their SKP (performance targets) at each level. It is recommended that workload distribution be reassessed to prevent significant gaps between the levels of *widyaiswara*.

Keywords: Performance, Policy, Workload, BBPPMPV BMTI Cimahi

## Introduction

The functional position of Widyaiswara is one type of functional position within government agencies that has the main task of developing and implementing training and human resource development programs, both in government and private sectors. Widyaiswara is a professional with special expertise in the field of training and human resource development.

In the Regulation of the Minister of Administrative and Bureaucratic Reform No. 42 of 2021, the functional position of Widyaiswara is described as a position that has the responsibility and rights to conduct training, develop training programs, and ensure the quality of training for the improvement of competencies. This position is placed in training institutions within the scope of government agencies.

The supervisory agency for the functional position of Widyaiswara is a non-ministerial government agency assigned to conduct studies, education, and training for state civil apparatus (ASN), as regulated in the ASN law. The National Administration Institute of the Republic of Indonesia (LAN) is the agency that has the authority as the supervisor.

One of the government training agencies is the Vocational Education Quality Assurance Development Center for Machine and Industrial Engineering (BBPPMPV BMTI). BBPPMPV

BMTI is a Technical Implementation Unit (UPT) under the Directorate General of Vocational Education (Ditjen Pendidikan Vokasi), Ministry of Education and Culture, in accordance with the Minister of Education and Culture Regulation No. 26 of 2020 concerning the Organization and Work Procedure of Technical Implementation Units within the Ministry of Education and Culture.

In the Minister of Education and Culture Regulation No. 26 of 2020, it is stated that BBPPMPV BMTI is responsible for the development and quality assurance of education in the fields of mechanical and industrial engineering. BBPPMPV BMTI plays a role in facilitating and enhancing the competencies of educators and education personnel in vocational education.

As a central Technical Implementation Unit (UPT), BBPPMPV BMTI not only carries out its duties and functions according to its institutional structure but also receives various programs from the Directorate General of Vocational Education or the Ministry of Education and Technology (top-down), as well as from regional educational agencies and institutions (bottom-up).

To carry out this task, BBPPMPV BMTI is supported by Widyaiswara, who are functional officials involved in education, teaching, and training (Dikjartih). As of February 2023, BBPPMPV BMTI has 42 active Widyaiswara consisting of 4 senior Widyaiswara, 24 intermediate Widyaiswara, 12 junior Widyaiswara, and 2 first-level Widyaiswara. These Widyaiswara are tasked with supporting the achievement of performance targets for BBPPMPV BMTI in 2023.

They are responsible for improving the quality of education and training for nearly 2,000 targets, both in the form of individuals and vocational education institutions. This heavy workload, when compared to the number of existing Widyaiswara, indicates that the 42 Widyaiswara face a very heavy workload in achieving these targets.

From the perspective of the position classes set by the National Administration Institute (LAN), there is a discrepancy in the level of Widyaiswara positions at BBPPMPV BMTI and the Ministry of Education and Technology in general. According to the Minister of Education and Culture Decree No. 35/M/2020, the highest recognized position at BBPPMPV BMTI is Junior Widyaiswara with a position class of 9. However, according to the Head of LAN's Letter No. 3672/K.1/JFT.01.1 dated June 23, 2022, the position class for Senior Widyaiswara is set at 14, Intermediate at 12, Junior at 10, and First at 8.

This difference creates problems in the workload of Widyaiswara at BBPPMPV BMTI and affects their performance in carrying out education, teaching, and training (Dikjartih) tasks. As stated by Sunarti (2016), policy implementation is a continuous process systematically carried out by the relevant agencies based on policies established by the authorities.

Van Meter and Van Horn, as cited in Wahab (2001), explain that policy implementation serves as a "bridge" between actions and policy objectives. Edward, as noted by Widodo (2011), also describes policy implementation as a dynamic process involving various factors such as communication, resources, disposition, and organizational structure.

One of the factors causing discrepancies in this policy implementation is the lack of effective communication. Delivering clear and accurate information to policy implementers, including Widyaiswara, is crucial for policies to be understood and executed according to the rules. Communication regarding the procedures for applying the functional position levels of Widyaiswara between the Ministry of Education and Technology and the Head of LAN's Letter No. 3672/K.1/JFT.01.1 should also continue to be conducted through media and meetings.

The discrepancies in the application of this policy have a direct impact on the performance of Widyaiswara at BBPPMPV BMTI. There is an imbalance between the workload and the functional position levels set by the Head of LAN's Letter, which is one level lower than the Minister of Education and Culture Decree No. 35/M/2020. This results in a

decrease in functional allowances and a decline in the performance of Widyaiswara at BBPPMPV BMTI in Cimahi.

## **Literature Review**

### **1. Concept of Policy**

In the Indonesian Dictionary (KBBI), policy is defined as a series of concepts and principles that serve as guidelines or foundations for carrying out a job, leadership, or specific actions, particularly related to government or organizations. Policy encompasses ideals, goals, principles, and guidelines for management to achieve objectives.

Carl J. Frederick, cited by Leo Agustino (2008:7), states that policy is a series of actions or activities proposed by individuals, groups, or governments in a specific environment, facing various obstacles and opportunities, to achieve certain goals.

The word "policy" is translated as "kebijakan," which differs from "wisdom," meaning "kebijaksanaan." Wisdom requires deeper consideration, while policy involves established rules. James E. Anderson, as cited by Islamy (2009:17), states that policy is "a series of actions aimed at specific objectives followed by an actor or a group of actors in addressing certain problems or issues." According to Budi Winarno (2007:18), Anderson's concept of policy is more appropriate because it focuses on what is done rather than merely what is proposed or planned. Furthermore, this concept distinguishes between policy and decision, which involves choosing among several alternatives.

Richard Rose, as cited by Budi Winarno (2007:17), also suggests that policy should be understood as a series of interrelated activities that have consequences for the parties involved, rather than merely as standalone decisions. The opinions of these two experts emphasize that equating policy with decision-making is a mistake, as policy is the direction or pattern of activities, not just a decision to take action.

Based on the various opinions above, it can be concluded that policy is a planned or unplanned action or activity by individuals, groups, or governments, encompassing decision elements through the selection among various alternatives, aimed at achieving specific purposes and objectives.

### **2. Widyaiswara**

Widyaiswara is a human resource that plays a vital role in education and training (diklat). Based on the Regulation of the Minister of Administrative and Bureaucratic Reform of the Republic of Indonesia No. 22 of 2014 regarding the functional position of Widyaiswara and its credit points, Widyaiswara are civil servants (PNS) appointed as functional officials with the duties, responsibilities, authorities, and rights to carry out Dikjartih activities (education, teaching, and training) for civil servants and to evaluate and develop training in government institutions.

Widyaiswara serves as professional functional staff responsible for educating, teaching, and training, expected to plan and implement the learning process, assess learning outcomes and processes, provide guidance, and conduct research. According to the Regulation of the Minister of Administrative and Bureaucratic Reform No. 42 of 2021, the main duties of Widyaiswara are to carry out Dikjartih for civil servants, conduct evaluations, and develop training in government institutions. Widyaiswara is an essential element in the success of any training program.

### **3. Performance Measurement of Widyaiswara**

Several ministries, including the Ministry of Finance, have implemented Employee Performance Targets (SKP) for Widyaiswara as an effort to address weaknesses in performance measurement. However, SKP often focuses more on quantitative aspects, such as the number

of teaching hours, post-training evaluations, or the number of written works produced, rather than quality.

According to the Regulation of the Minister of Administrative and Bureaucratic Reform No. 42 of 2021, Article 19, Paragraph 1, the performance assessment of Widyaiswara aims to ensure objectivity in the functional supervision of Widyaiswara, based on a merit-based system and career system. This performance assessment includes two main aspects:

1. Employee Performance Targets (SKP)
2. Work Behavior

The annual credit target for Widyaiswara, as regulated in Article 22, Paragraph 2, is set as follows:

- a. 12.5 for First-Level Widyaiswara,
- b. 25 for Young Widyaiswara,
- c. 37.5 for Intermediate Widyaiswara, and
- d. 50 for Senior Widyaiswara.

This assessment serves as an important basis for measuring the performance of Widyaiswara and determining their career advancement.

#### **4. Competency Standards for Widyaiswara**

One significant change accommodated in the Regulation of the Minister of Administrative and Bureaucratic Reform No. 42 of 2021 is the establishment of competency standards for Widyaiswara, which have now been aligned with Law No. 5 of 2014 concerning State Civil Apparatus (ASN). This is a step forward, as previously the competency standards were only regulated by the supervisory agency, specifically through the Head of the National Administration Institute Regulation No. 5 of 2008 concerning the Competency Standards for Widyaiswara.

In the previous regulation, there were four competency standards for Widyaiswara: learning management, personality, social, and substantive. However, in the Regulation of the Minister of Administrative and Bureaucratic Reform No. 42 of 2021, these competency standards have been consolidated into three main aspects: technical, managerial, and socio-cultural.

Analysis of this change indicates that the competencies of learning management and substantive competencies have now been combined into the technical competency category. Personality competencies, on the other hand, fall into the socio-cultural competency category. The addition of managerial competencies in this new standard is considered very appropriate, given that Widyaiswara often serves as instructors in managerial and leadership training.

Thus, the new competency standards are more comprehensive and relevant to support the role of Widyaiswara as educators who are not only technically competent but also possess strong managerial skills and socio-cultural understanding.

#### **Research Methods**

This study employs a qualitative descriptive method aimed at obtaining an in-depth understanding of the collected data, such as words, images, and documents. The data is obtained through interviews, field notes, photographs, and other supporting documents. The focus of this method is to understand the phenomenon holistically based on the information obtained from the research subjects.

The subjects of this research consist of Widyaiswara scattered across various skill programs at BBPMPV BMTI Cimahi, as well as the Head of the BBPMPV BMTI. The object of the research is the impact of the inconsistencies in the implementation of policies related to functional positions, workload, and the performance of Widyaiswara at BBPMPV BMTI.

In this study, several variables analyzed include:

1. Implementation of policies related to the levels of Widyaiswara.
2. Inequity in the workload of functional positions of Widyaiswara.
3. The influence of workload inequity on the performance of Widyaiswara's functional positions.
4. The impact of policy implementation and workload on the performance of Widyaiswara.

To measure these variables, relevant research instruments were used. The operational variables in this study include the effectiveness and impact of the implementation of functional position policies, workload, and the performance of Widyaiswara at BBPPMPV BMTI. This research attempts to evaluate the extent to which policies and workload affect the performance of Widyaiswara in the institution.

## **Results and Discussion**

Based on the Minister of Administrative and Bureaucratic Reform Regulation (Permen PAN-RB) No. 42 of 2021, the Functional Position of Widyaiswara has a scope of duties, responsibilities, and rights that encompass the implementation of training, development of training, and quality assurance of training. These duties are carried out in order to develop the competencies of State Civil Apparatus (ASN) in training institutions within government agencies.

The supervisory agency for the Functional Position of Widyaiswara is a non-ministerial government agency authorized to conduct studies, as well as the education and training of ASN, as stipulated in the ASN Law. The National Institute of Public Administration of the Republic of Indonesia (LAN) is the supervisory agency in question. In addition, the Vocational Education Quality Assurance Development Center in the Fields of Machinery and Industrial Engineering (BBPPMPV BMTI) serves as the government agency responsible for organizing training in vocational education. BBPPMPV BMTI is a Technical Implementation Unit (UPT) under the Directorate General of Vocational Education (Ditjen Pendidikan Vokasi), Ministry of Education and Culture, in accordance with the Ministry of Education and Culture Regulation of the Republic of Indonesia No. 26 of 2020 concerning the Organization and Work Procedures of Technical Implementation Units of the Ministry of Education and Culture.

With this position, BBPPMPV BMTI plays an important role in fulfilling its duties as a training institution responsible for ensuring the quality and effectiveness of the training conducted for educators, education staff, and ASNs involved in vocational education. This makes the role of Widyaiswara at BBPPMPV BMTI highly strategic, particularly in enhancing the competencies of educators and technical personnel in the fields of machinery and industrial engineering.

### **Implementation of Permen-PANRB No. 42 of 2021 in Relation to the Workload of Widyaiswara**

Permen PANRB No. 42 of 2021 is generally a progressive and comprehensive step to enhance and develop the profession of Widyaiswara. With 59 articles, this regulation encompasses more provisions compared to the previous regulation, which had only 41 articles. Several new aspects introduced in this regulation hold great potential for empowering and developing the Widyaiswara profession more effectively.

However, alongside the new regulations, there are several aspects that need evaluation and improvement. Some provisions in this regulation are not fully aligned with other existing regulations or policies. This inconsistency can be understood, considering that the development of policies related to State Civil Apparatus (ASN) is occurring very rapidly. Sometimes, while

one regulation is being drafted, another may already be under revision, leading to overlaps and requiring harmonization among various provisions.

The analysis in this study is divided into two parts:

1. **Appreciation of New Aspects that are Appropriate and Relevant**

In this context, several new aspects accommodated in Permen PANRB No. 42/2021 include clearer competency standards, structured career patterns, and more objective performance assessment mechanisms. The competency standards aligned with Law No. 5 of 2014 regarding ASN provide a more comprehensive framework for Widyaiswara to enhance their skills and abilities. In addition, the performance assessment involving Employee Performance Targets (SKP) ensures that Widyaiswara can be measured and evaluated based on measurable achievements, both in terms of quantity and quality.

2. **Aspects that Need Evaluation and Alignment**

Although there are advancements in several aspects, there are still some elements in this regulation that need to be improved or adjusted. For example, provisions related to workload and responsibilities may not be proportionate to the level and qualifications of Widyaiswara. This can lead to disproportionate pressure on their performance workload. Therefore, it is important to conduct further evaluations to ensure that the expected workload is commensurate with the abilities and qualifications of Widyaiswara. Furthermore, better collaboration and communication among the involved agencies are also necessary to ensure that different policies can support one another and not create confusion among Widyaiswara.

Overall, Permen PANRB No. 42 of 2021 has the potential to positively impact the profession of Widyaiswara, but ongoing efforts are required to adjust and align policies for effective application in daily practices.

### **Implications and Effects of Workload Inequity on the Performance of Widyaiswara Functional Positions at BBPPMPV BMTI Cimahi**

Uneven workload can significantly impact the performance of Widyaiswara (WI) at BBPPMPV BMTI Cimahi. In this context, workload encompasses various indicators from external factors, such as tasks to be completed, organizational circumstances, working conditions, job conditions, targets to be achieved, work standards, and effective working hours. All these indicators have positive values and indicate that they influence the performance of WI.

From the internal factor side, variables such as gender, age, status, and health conditions have also been shown to have significant effects on WI performance. Moreover, in the context of the pandemic, these variables have become increasingly vital, as they can affect the effectiveness and productivity of Widyaiswara in carrying out their tasks.

One consequence of uneven workload is the opportunity for transfer between functional positions. This transfer applies not only to Widyaiswara but can also occur in other functional positions, such as researchers and planners. As regulated in related regulations, such as Article 12 of Permen PAN RB No. 34/2018 concerning the Functional Position of Researchers and Article 13 of Permen PAN RB No. 4/2020 concerning the Functional Position of Planners, workload inequity can encourage individuals to move to positions that offer a more balanced workload or better match their capacities.

Prolonged workload inequity can lead to several serious issues, including:

1. **Decreased Motivation and Job Satisfaction:** Widyaiswara who feel burdened by workloads disproportionate to those of their colleagues may experience a decline in motivation. This can result in low job satisfaction and poor retention rates.

2. **Decline in Teaching Quality:** When Widyaiswara are overburdened, the quality of teaching and training they provide may be affected. Decreased performance can directly impact the effectiveness of training organized by the institution.
3. **Stress and Mental Health Issues:** Excessive workloads can lead to stress, fatigue, and other mental health issues. This not only affects individual performance but can also create a negative working atmosphere at BBPPMPV BMTI.
4. **Resistance to Change:** Workload inequity can also lead to resistance to change and innovation in teaching or training methods. Widyaiswara who are already burdened may be less willing to adapt to new methods that require additional effort.

To address these issues, it is essential for the management of BBPPMPV BMTI to evaluate and adjust workload distribution. A fairer and more transparent approach in task allocation, as well as good communication between management and Widyaiswara, can help create a healthier and more productive work environment.

### **Designing a Workload Mapping Model for the Impact of Policy Implementation and the Performance of Widyaiswara Functional Positions at BBPPMPV BMTI**

To bridge the complaints arising at BBPPMPV BMTI Cimahi related to the implementation of Permen PAN RB 42/2021, particularly regarding the functional levels of Widyaiswara, leadership plays a crucial role. The reduction in the functional level of Widyaiswara from primary to middle, as stipulated by LAN RI, must be addressed wisely. One issue that has arisen is the restriction on basic-level training, which may only be filled by first-class Widyaiswara. This is considered inappropriate because first-class Widyaiswara tend to lack experience and tacit knowledge compared to senior Widyaiswara.

### **Workload Mapping Model**

Effective workload mapping can help identify and optimize available resources at BBPPMPV BMTI. In this model, several key elements need to be considered:

1. **Identification of Training Types:** Categorizing training based on the level of difficulty and the needs of participants. Basic training should involve senior Widyaiswara to provide deeper insights.
2. **Proportion of Widyaiswara Involvement:** Establishing the ideal proportion among first-class, middle, and senior Widyaiswara in each training session. This aims to maximize the transfer of tacit knowledge.
3. **Workload Measurement:** Using indicators such as teaching hours, number of participants, and material complexity to evaluate the workload of each Widyaiswara. This will aid in distributing tasks more evenly.
4. **Performance Evaluation:** Conducting evaluations of Widyaiswara's performance after training to determine the effectiveness of teaching and its impact on participant competencies.

#### **Proposed Proportion of Widyaiswara Involvement**

#### **Proposal for the Proportion of Widyaiswara in Training Considering Tacit Knowledge**

**Tabel 1**

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

### Analysis and Recommendations

- **Basic Level:** A higher proportion of senior widyaiswara is needed to provide guidance and practical experience required by participants.
- **Intermediate Level:** A balanced proportion between junior and senior widyaiswara is necessary to ensure a deeper understanding and broader context in teaching.
- **Advanced Level:** Emphasis on senior widyaiswara in advanced training is crucial for delving into complex and applicative aspects.

Leaders at BBPPMPV BMTI should implement this model to ensure that all widyaiswara can contribute optimally, which in turn will positively impact the overall training performance. By establishing the ideal proportions, it is expected that the utilization of tacit knowledge can increase, and training participants will gain a richer and more meaningful learning experience.

### The proposed learning model design is as follows:

Design of workload analysis by employing three approaches



### Conclusion and Recommendations

#### Conclusion



- a. Regulation of the Minister of Administrative and Bureaucratic Reform (Permen PAN RB) Number 42 of 2021 is a progressive regulation as it encompasses various new aspects that were not previously addressed, including the competency standards for widyaiswara, minimum work results, promotions, transfers from other positions, the establishment of the Indonesian Widyaiswara Teacher Association (APWI) as a professional organization, corporate university, as well as procedures for inauguration and oath-taking. However, this regulation also requires further evaluation because there are several aspects that are not aligned with other regulations or specific scientific principles. Some issues that need attention include the unclear definition of "training," clustering of training levels for certain positions, limitations on the scope of Scientific Writing (KTI), and restrictions on the scope of competency development. The reduction in the level of widyaiswara, as set by LAN, indicates a mismatch with the existing job classes at BBPPMPV BMTI and in the Kemdikbudristek environment. According to the Minister of Education and Culture Decree No. 35/M/2020, the functional position of widyaiswara at BBPPMPV BMTI only recognizes junior widyaiswara as the highest with a job class of 9, while according to a letter from the Head of LAN, the job class for senior widyaiswara is 14, madya is 12, junior is 10, and first is 8.
- b. The workload mapping conducted by BBPPMPV BMTI Cimahi from 2021 to 2023 indicates that the workload for first widyaiswara is 2,948 Teaching Hours (JPL), junior widyaiswara is 8,782 JPL, madya widyaiswara is 7,991 JPL, and senior widyaiswara has no workload (0 JPL). This is due to the demotion to madya widyaiswara.
- c. The performance of functional positions for widyaiswara at BBPPMPV BMTI Cimahi is in accordance with existing regulations, as evidenced by all widyaiswara achieving Employee Performance Targets (SKP) each year.
- d. The impact of policy implementation on the workload of functional positions for widyaiswara at BBPPMPV BMTI Cimahi indicates a performance gap among widyaiswara levels, where junior widyaiswara bears the highest workload. This situation needs to be addressed by the leadership, the Head of BBPPMPV BMTI Cimahi, by conducting workload analysis, mapping the workload of widyaiswara, advocating to the DPR, and seeking assistance from the Indonesian Widyaiswara Association (APWI) regarding the level reduction.
- e. The proposed modeling design to address the issues occurring at BBPPMPV BMTI Cimahi involves an approach of workload analysis and Training Need Analysis (TNA).

## Recommendations

It is necessary to conduct workload mapping at each level of the Functional Position of Widyaiswara at BBPPMPV BMTI Cimahi to avoid excessive gaps between widyaiswara. This mapping is expected to create a better balance of workload and improve overall performance.

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