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FACTORS AFFECTING WORK PERFORMANCE OF FAMILY PLANNING FIELD WORKERS OF NATIONAL AGENCY OF POPULATION AND FAMILY PLANNING (BKKBN) IN EAST JAVA PROVINCE, INDONESIA

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ABSTRACT

Background: In a company or institution the most important asset is human resources. One of the functions of human resource management is training and development. The problem of family planning field worker in East Java Province that often faced is during the implementation of training activities, trainees showed high enthusiasm. However, based on data from BKKBN of East Java Province through Radaalgram (program control meeting) in August 2018 explained that their performance achievements were still 73,41% of target more than 90%. This research was conducted at East Java Province to get an overview of the factors that affect the work performance of family planning field workers.

Methods: The research design was a quantitative method used surveys. Measurement tool of this research is a questionnaire. The data were analyzed using descriptive statistics, Pearson's Correlation, Stepwise Multiple Regression analysis.

Results: Overall of the level of importance of factors affecting work performance of family planning of BKKBN in East Java Province, Indonesia were at high levels. The finding also revealed that there was a positive correlation between personal factor, training factors, organizational factors, and work performance. Teaching techniques had the highest influence on work performance, it could predict 38.6% of work performance. The second factor that effects work performance was self-directed learning which is could increase the prediction rate by 7.5 %. Furthermore, the third factor that affects performance is organizational support, then the fourth and fifth factors are curriculum and training facilities that could increase the predictive rate of 3.7%, 1.8% and 1.0% respectively.

Conclusions: Based on the result of this research, the highest influence factors to the work performance of family planning field workers of BKKBN in East Java Province, Indonesia are teaching techniques. The second highest factor is self-directed learning, then the third factor is organizational support. Other factors that affect performance in fourth and fifth are curriculum and training facilities. The researcher suggest that BKKBN pay more attention to facilitators so they can add competency in teaching, support family planning field workers by providing online learning programs and library. Moreover, BKKBN is expected to be able to make policies that provide fair assesment and appreciation for family planning field workers who have good performance. In addition, BKKBN should design a curriculum that is up to date and in accordance with the content of the training program, revitalizing training facilities in education and training center, so that family planning field workers are more comfortable to learn both independently and in groups. BKKBN expects that every family planning field workers to always learn independently and improve their competence in order to create innovative activities in carrying out work tasks in the area.

Keywords: *Family planning field workers, self-directed learning, training, perceived organizational support, work performance*

INTRODUCTION

In a company or institution the most important asset is human resources. Quality human resources will be the key to the company. One of the functions of human resource management is training and development [1]. Performance measurement is not a goal because public managers may find these steps help in achieving eight specific managerial goals. As part of their overall management strategy, public managers can use performance measures for evaluating, controlling, budgeting, motivating, promoting, celebrating, learning and improving [2]. High and low work performance be affected by the behavior and how a person's behavior is strongly influenced by the person's personal character [3]. Thus the intention or strong will, nature and talent, self-concept, and knowledge of a person will determine the work performance of that person. This concept called self-directed learning.

Training contents must be applicative, innovative in line with the change itself. The success of a training program is not just a complete training. But precisely how the participants are able to apply the knowledge absorbed in the community. Because external behavioral assessments are focused on behavioral changes after participants return to the workplace. Whether changes in attitude that have occurred after participating in the training will also be implemented after the participants return to the workplace or not [4].

One aspect of the workplace environment is the aspect of treatment at work. Organizations and employees depend on each other. The organization requires energy, skills and expertise contributed by workers. While employees depend on what is given by the organization. Interest in work is one of the factors that can affect commitment. From the statement, the organization needs to design training and courses and set the time to prepare work and encourage employees to be able to make even higher commitments in their work [5].

The education and training center of BKKBN is one of the institutions that has the main duty and function of educating and training civil servants and non-civil servants in the field of population control, the implementation of family planning, reproductive health and family welfare and family empowerment [6]. The problem that often faced is when the implementation of training activities, trainees showed high enthusiasm. However, based on data from BKKBN of East Java Province through Radalgram (program control meeting) in August 2018 explained that their performance achievements were still 73,41% of target more than 90%.

Various problems can arise due to lack of performance of family planning field workers. The factors inhibiting the implementation of family planning field workers tasks due to the lack of full support from the government, related institutions and the community. Regarding existing information that is family planning sometimes does not reach the community itself. So people are also difficult to get knowledge [7]. Moreover, there are still various problems concerning of family planning field workers performance in the field, among others: (1) limited management capabilities, (2) implementation of tasks that are only credit-oriented, (3) limited knowledge and insight about family planning programs, (4) lack of equity in ability to encourage community participation, (5) inadequate work performance, (6) Family planning field worker ratio to the number of target areas that are not appropriate [8].

Based on several of the problems stated above, providing training to them is not enough to solve the

problem. The researchers added the concept of self-directed learning and also organization support to find out the causes of the achievement of the performance of family planning field workers had not reached the target. Therefore, the researcher investigated the effects of personal, training, and organizational factors which influence the work performance of family planning field workers after they attended the training in education and training center in East Java Province, Indonesia because East Java Province has the most number of family planning field workers in Indonesia and is designated as one of the top ten buffer areas for family planning programs. The researcher's objectives to find out what are the factors that affect the performance and measure the level of factors that affect the performance of family planning field workers. The benefit of this research is to find out the factors that affect the performance of family planning field workers and measure the level of these factors.

METHODS

The design was a quantitative method used surveys after permission given by the National and Political Unity Agency and the Educational Representative Office, East Java Province. Measurement tool of this research is a questionnaire, the data obtained in the form of answers from family planning field workers of BKKBN in East Java Province, Indonesia. It measured the level of independent variables, namely personal factor (self-directed learning), training factors (learning objectives, curriculum, instructional methods, teaching techniques, training facilities), organizational factors (coaching, organizational support) towards dependent variable (work performance) and investigate the factors that affect work performance. The sample of this study were 336 family planning field workers who have attended a training program during 2018. Therefore, family planning field workers who are non-civil servant did not become this research sample. The researcher determined samples in 4 (four) districts in East Java Province using simple random sampling by dividing it into 4 quadrants based on the location of a large cultural area in East Java Province, namely Mataraman, Arek, Madura, Pandhalungan. This study was conducted in one month from 8 April to 8 May 2019. In each quadrant, the researcher chooses one district randomly.

For the purposes of data processing, especially the primary data in the form of responses or respondents' answers about the questions posed are used Likert Scale is with intervals of 1 to 5 which means from strongly disagree to strongly agree. Interval answers respondents will be personalised to the questions posed. The variable for training factors was developed by the researcher. While the variable for performance based on secondary data obtained from BKKBN. The data were analyzed using descriptive statistics, Pearson's Correlation to test the assumption of the correlation strength of the independent variables and the dependent variable. This study also uses Stepwise Multiple Regression analysis to find the variable that correlates from the highest to the lowest and is significant with the dependent variable, if there are variables that are not significant, the variable is ejected.

RESULTS

1. General Information of Sample of Participants

The general personal information and demographics of the participants who took part in the research was summarized based on 4 factors, gender, age, working experience, level of education. The participants who took part in the research, the majority is female (55.40%). As indicated in Table 1, mostly age of participants were more than 51 years old (60.70%), while 11 participants (3.30%) were 21 – 30 years old. Most of the participants, (59.20%) had work experience between 21 – 30 years. Furthermore, the majority (64.90%) of participants was bachelor degree, while a number of high school, diploma and master graduates were 17.30%, 8.30%, 9.50% respectively.



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Table 1. Frequency and percentage of participant’s general information

General information of participants	Frequency	Percentage
Gender		
Male	150	44.60
Female	186	55.40
Total	336	100.00
Age		
21 – 30 years	11	3.30
31 – 40 years	41	12.20
41 – 50 years	80	23.80
≥ 51 years	204	60.70
Total	336	100.00
Working Experience		
1 – 10 years	38	11.30
11 – 20 years	39	11.60
21 – 30 years	199	59.20

Table 1. Frequency and percentage of participant’s general information (Cont.)

General information of participants Percentage	Frequency	
≥ 31 years	60	17.90
Total	336	100.00
Level of Education		
High School	58	17.30
Diploma	28	8.30
Bachelor	218	64.90
Master	32	9.50
Total	336	100.00

2. The Level of Factors Affecting Work Performance of Family Planning Field Workers of BKKBN in East Java Province, Indonesia

The descriptive statistics analyzed the three factors, which consists of 40 items as a measurement tool to explore the level of factors affecting work performance of family planning field workers of BKKBN. The level of factors affecting work performance is surveyed in three areas of personal factor, training factors, and organizational factors, as shown in Table 2. The total mean and standard deviation in each factor are shown in the table below.

Table 2. The total mean and standard deviation from each factor

Factors	Mean	S.D	Level of Importance
Personal Factor			
1. Self-directed Learning	3.97	.48	High
Training Factors			
1. Learning Objectives	4.23	.52	Highest
2. Curriculum	4.04	.53	High
3. Instructional Methods	4.11	.53	High
4. Teaching Techniques	4.06	.56	High
5. Training Facilities	4.00	.63	High
Organizational Factors			
1. Coaching	3.98	.64	High
2. Organizational Support	3.85	.61	High

3. The Level of Work Performance of Family Planning Field Workers of BKKBN in East Java Province, Indonesia

The level of work performance of family planning field workers of BKKBN in East Java Province, Indonesia was measured with nineteen items. The finding as shown in Table 3 revealed that the work performance was rated at a high level with a total mean score of 4.03. Among the statements, the statement “I have carried out the training of IMP cadres (Community Institutions and Non-Government Organizations) properly according to the rules” was in the highest level with the highest mean score of 4.15. While the statement “I have developed good media for advocacy, communication, information, education, counseling according to the rules” was in the high level with the lowest mean score of 3.80.

Table 3. The total mean and standard deviation of work performance

	Mean	S.D	Level of Importance
Work Performance	4.03	.48	High

4. The Correlation between Personal Factor, Training Factors, Organizational Factors and Work Performance of Participants

The independent variables included in this study as follow: (1) self-directed learning, (2) learning objectives, (3) curriculum, (4) instructional methods, (5) teaching techniques, (6) training facilities, (7) coaching, (8) organizational support, related to factors affecting work performance of family planning field workers of BKKBN in East Java Province, Indonesia and dependent variable was work performance related to work performance of family planning field workers of BKKBN in East Java Province, Indonesia. The result revealed that there are positive correlation between personal factors, training factors, organizational factors and work performance with statistically significant at the .001 level ($r = .507 - .622$) as shown in Table 4 below

Table 4. Analysis of the correlation between the independent and dependent variables

	Personal Factor (Self-directed Learning)	Training Factors	Curriculum	Instructional Methods	Teaching Techniques	Training Facilities	Organizational Factors Coaching	Organizational Support	Work Performance
Personal Factor (Self-directed Learning)	1								
Training Factors									
Learning Obj.	.527**	1							
Curriculum	.516**	.637**	1						
Instructional Methods	.423**	.660**	.692**	1					
Teaching Techniques	.415**	.618**	.663**	.770*	1				
Training Facilities	.351**	.438**	.491**	.616*	.721**	1			
Organizational Factors									
Coaching	.424**	.426**	.561**	.603*	.626**	.497*	1		
Organizational Support	.433**	.400**	.563**	.591*	.559**	.506*	.791*	1	
Work Performance	.507**	.533**	.607**	.560*	.622**	.548*	.575*	.561*	1

5. The Predictive Factors Affecting Work Performance of Participants

The result of the analysis as shown in Table 5 revealed that only five variables which are teaching techniques, self-directed learning, organizational support, curriculum, and training facilities could be explained as factors affecting work performance.

Table 5. The predictive factors in personal factor, training factors, and organizational factors for work performance

Variables	β	t	R	R ²	R ² change	F	Fchange
Teaching Techniques	.205	3.19**	.622	.386	.386	210.238***	210.238***

Variables	β	t	R	R ²	R ² change	F	Fchange
Self-directed Learning	.190	4.19***	.679	.461	.075	142.471***	46.232***
Organizational Support	.177	3.56***	.706	.498	.037	109.684***	24.231***

Table 5. The predictive factors in personal factor, training factors, and organizational factors for work performance (Cont.)

Variables	β	t	R	R ²	R ² change	F	Fchange
Curriculum	.202	3.62***	.718	.515	.018	88.012***	12.048**
Training Facilities	.145	2.60*	.725	.525	.010	72.988***	6.762*

From the statistical analysis using Stepwise multiple Regression, it was reported that teaching techniques is the first factor selected into the model and had the highest influence on work performance ($\beta = .205$). The Teaching techniques could predict 38.6% of work performance with the statistically significance level is at the .001 level.

The second factor that effects work performance was self-directed learning. The result it demonstrated that self-directed learning had an influence on work performance ($\beta = .190$). Teaching techniques combines with self-directed learning could predict 46.1% of work performance with the statistically significance level is at the .001 level. This means that self-directed learning could increase the prediction rate by 7.5 %.

The third factor that effects work performance was organizational support. The result it demonstrated that organizational support had an influence on work performance ($\beta = .177$). Teaching techniques combines with self-directed learning and organizational support could predict 49.8% of work performance with the statistically significance level is at the .001 level. This means that organizational support could increase the prediction rate by 3.7%.

The fourth factor that effects work performance was curriculum. The result it demonstrated that curriculum had an influence on work performance ($\beta = .202$). Teaching techniques combines with self-directed learning, organizational support and curriculum could predict 51.5% of work performance with the statistically significance level is at the .001 level. This means that curriculum could increase the prediction rate by 1.8%.

The last factor that effects work performance was training facilities. The result it demonstrated that training facilities had an influence on work performance ($\beta = .145$). Teaching techniques combines with self-directed learning, organizational support, curriculum and training facilities could predict 52.5% of work performance with the statistically significance level is at the .001 level. This means that training facilities could increase the prediction rate by 1.0%.

DISCUSSION

From the results revealed that overall of the level of importance of factors affecting work performance of family planning of BKKBN in East Java Province, Indonesia were at high levels. The finding also revealed

that there was a positive correlation between each related factors, which are personal factor self-directed learning), training factors (learning objectives, curriculum, instructional methods, teaching techniques, training facilities), organizational factors (coaching, organizational support), and work performance.

From the findings, it was evident the teaching techniques from training factors is the powerful predictor factor of work performance. In teaching, a facilitator who has effective and well-prepared communication skills can influence the way he teaches to improve participants' general knowledge, including mastery of the theory to decide issues concerning work performance in the field. The relevant finding reported that teacher competence as a pedagogical, personal, professional and social competency has a strong contribution to encourage the creation of learning performance. The results showed that the correlation coefficient (R) was 0.983. This value implies that, pedagogical competence, personal competence, professional competence and social competence or relationships have a very strong correlation (98.3%) in improving the quality of the learning process performance, both those associated with increased mastery of teaching materials and increased ability to manage learning and the amount of teacher commitment in carrying out their duties professionally [9].

The self-directed learning was the second predictive factor of work performance. From the results it can be said that self-directed learning is able to encourage participants to optimize their own abilities and improve their competencies. Especially in the technical competencies in the field of population planning and family development field workers so that it has a significant effect on performance. The relevant finding said that self-directed learning is an active learning activity that is driven by intention or motive to master a competency in order to solve a problem, it is built with the knowledge or competence that has been owned. self-directed learning is the process by which students are involved in identifying what needs to be learned and controlling to find and organize answers. This indicates that the greater the intention of the participants in learning independently, the higher the performance results [10].

For the organizational support was the the third predictive factor that could predict of work performance. When BKKBN is unable to implement a good management system to support family planning field workers, this will also be one of the factors that makes the performance of them decrease. This happens because when an employee learns the system of an organization, the employee will get to know and understand the organizational culture within the organization. This is what makes the employee can be integrated with the organization, and will provide good performance. The finding was consistent with the relevant research which found that work involved is not only directly affected by organizational support, but also influenced by high-performance human resources practices indirectly through organizational support. Work involvement is positively related to role performance and is negatively related to the intention to quit. The effect of high-performance human resources practices on organizational support can be changed by the orientation of employee cultural values, such as collectivism and power distance orientation [11].

The curriculum was the fourth predictive factor that could predict of work performance. The implementation of the curriculum in education and training is expected to be able to provide changes for family planning field workers. This change starts from the concepts that exist in the curriculum, making it easier for participants to study the material that has been designed and adapted to the conditions and challenges faced in the work. This directly affected the performance of family planning field workers. The finding was consistent with the relevant finding which found that a structured curriculum with direct use of online programs significantly increases ABSITE (American Board of Surgery In Training Examination) scores. The researchers were able to identify individual components of the curriculum that were positively

correlated with ABSITE scores: monthly quiz scores, MC exam scores, college attendance, and time spent online. In addition, various components of the curriculum seem to influence various aspects of ABSITE, because a greater increase is seen in basic science scores compared to the score of clinical science with the introduction of a structured curriculum, especially the online component [12].

The training facilities was the last predictive factor that could predict of work performance. Training facilities function as supporting learning processes. The aim is to make it comfortable for family planning field workers in learning and to support the flexibility of participants to carry out their duties as participants in education and training. Learning outcomes in education and training can directly affect the performance of family planning field workers when facing challenges at work. The relevant finding found that the smallest is a training facility. This is because there are still many lecturers who think that the education and training facilities that they follow are not complete. the smallest is a training facility. This is because there are still many lecturers who think that the education and training facilities they are attending are incomplete. This finding contradicts the results of this study, although training facilities have the same as the smallest factor which is a predictive factor of work performance, participants provide a good assessment in supporting learning activities [13].

This study has limitations because it is carried out only in four districts in the East Java province. Although this study included all samples in these four districts, it cannot be said to represent all family planning field workers in East Java. Therefore, the findings cannot be generalized to be applied to most districts in East Java. To generalize the results to various districts in East Java, the research must be carried out in all districts and should consider a sample according to the proportion of the family planning field workers population in each of these districts. The further research should be carried out in other provinces to generalize results outside the East Java province so that the findings can be compared between provinces with each other provinces. Furthermore, BKKBN should improve facilitator competencies to support their duties in training, support family planning field workers who have a desire to study by providing online learning program, fair assessment and reward for them who have good work performance, compile curriculum based on analysis of training participants' needs, and maintain training facilities in education and training center.

CONCLUSION

The most affecting factors to the work performance of family planning field workers of BKKBN in East Java Province, Indonesia are training factors (teaching techniques). The important thing in teaching techniques is self-confidence and well preparation when teaching. The second highest factor that influences the work performance is personal factor (self-directed learning). The important thing in self-directed learning is have desire to study. The third factor that affects work performance is organizational factors (organizational support). The important thing in organizational support is a trust to complete the work. Other factors that affect performance in fourth and fifth are training factors (curriculum and training facilities). The researcher suggest that BKKBN pay more attention to facilitators so they can add competency in teaching and carrying out tasks in the education and training center, BKKBN also should support family planning field workers by providing updated and adequate learning resources such as online learning programs and library. Moreover, BKKBN is expected to be able to make policies that provide fair assesment and appreciation for family planning field workers who have good performance. In addition, BKKBN should design a curriculum that is up to date and in accordance with the content of the training program, revitalizing training facilities in education and training center, so that family planning field workers are more comfortable to learn both independently and in groups. BKKBN expects that every family planning field workers to always learn independently and improve their competence in order to create

innovative activities in carrying out work tasks in the area. The research must be carried out in all districts and should consider a sample according to the proportion of the family planning field workers population in each of these districts. The further research should be carried out in other provinces to generalize results outside the East Java province, because the current research is only based in one province, it is expected that it will be carried out in two or more provinces in order to compare the findings.

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