

The Phenomenology Study of Competence, Promotion, and Appreciation for Human Resources Educators: A Case Study

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Abstract: *To achieve the results of students who are as expected, a variety of educational tools are needed in the form of educational facilities and qualified human resources for educators. In this research formulate how to make competency models and promotion of educator positions so that the quality of educators can answer all challenges from the aspect of education. The purpose of the research is to determine the best model for educators in terms of competency empowerment and promotion in order to produce student outcomes that are as expected. A Case Phenomenology Study at the Indonesian Navy's Doctrine, Education and Training of Indonesian Navy (Kodiklatal). The approach method used is descriptive qualitative with the type of phenomenal research. The results showed that there needs to be a strategy for empowering educators given directly from Educational Institutions. It is necessary to have learning organizations such as training commands for educators who are under the Kodiklatal Teaching Force Group for training and empowerment of teaching staff for innovating continuously.*

Keywords: Phenomenology Study, Competency-Promotion-Appreciation, Navy Educator

1. Introductions

Kodiklatal is a Indonesian Navy Educational Institution that has the task of: 1) organizing doctrine development and unit organizations in the ranks of the Navy, 2) organizing the training and training of the Navy in order to support the task of the Navy. To be able to carry out this task, a variety of educational tools are needed both in the form of educational facilities and human resources of qualified educators in order to achieve the success of the Navy's main educational tasks optimally. In the 10 (ten) components of the Navy's education, to improve the quality of education is strongly influenced by the teacher who is the most decisive component, because in the hands of teachers the other components become more meaningful. The teacher is a very dominant component of education in improving the learning process[1].

An educator/teacher is one of the main factors in realizing educational goals, so professional educators are needed. According to the official regulation number / 1 / I / 2011 dated January 6, 2011 regarding technical guidance for nurturing Navy educators, mentions that educators are personnel who have mastered knowledge, skills, and skills and the ability to teach train and guide in an eye certain lessons taught to go through a process of education, transferring knowledge, skills, and technology to students in the naval education institution. However modern technology is used, or how much funding is prepared, without professional human resources everything becomes meaningless. To create quality student outcomes, professional human resource educators are needed, so the requirements for being an educator in a naval education institution must be fulfilled.

In the Naval Doctrine, Education and Training Guidance organization, Kodiklatal educators are under the work unit of the Educator Workforce. The Working Group of Educator Workers is very important and strategic because it is directly

under the command line, the Military Command Commander. The school leader is headed by an officer with the rank of senior colonel, who is responsible for the fields of teaching, training, mentoring and caring for students, the aspects of chemistry, and quality control/quality in the field of teaching.

In determining someone as an educator, Human Resources should be chosen who have the competence as instructors or educators. However, in every recruitment, it is rare to pay attention to the competencies that should be possessed as educators. This can be seen, with the implementation of competency tests on each recruitment for Kodiklatal educators. Educators should be selected from officers who have talents/personalities/ educators or educators. From this understanding of personality, behavioral scientists have formulated the concept of the strengths-based approach. According to this thought, it is more useful to look for a personality that can be someone's strength, and then develop competencies that can be supported by that personality[2].

In accordance with the rules set out in various literature, that an educator must have competence, one of which is pedagogic competence. In relation to the competence of teachers/educators, according to Trianto defines teacher competencies, namely skills, abilities, and skills possessed by someone who is tasked with educating students to have a noble and noble personality as the purpose of education. Thus competency becomes a basic demand for a teacher that applies also to military educators/teachers at Kodiklatal. Where an educator must have competence and professionalism in carrying out his duties in order to produce the results of quality Navy soldiers educated.

Qualifications are interpreted as things that are required academically and technically to fill a certain level of work. Thus, the existence of qualifications for an educator is useful to encourage educators to have expertise or skills as well as special skills in certain fields of education, especially

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educators who teach at a higher level. In accordance with the results of the study, the qualifications possessed by the teaching staff at Kodiklatal have not been evenly distributed, this can be seen from general education backgrounds who have not all reached the Bachelor or Diploma IV level and have not been certified educators (AA certificate). In addition, the experience of assigning a teacher has an influence on student motivation[3].

The Navy in carrying out its duties requires an organizational guardian who is the right man on the right place, in the sense that each existing personnel must be placed in a position according to his ability. According to Mangkunegara competence is a fundamental factor possessed by someone who has more ability, which makes it different from someone who has the average ability or just normal. Whereas according to Robbin that competence is the ability or capacity of a person to do various tasks in a job.

This study also refers to previous studies such as research with titles Analyzing The Effects Of Individual Competencies On Performance: A Field Study In Services Industries In Turkey[4], Identification of Managerial Competencies in Knowledge-based Organizations [5], Digital Competence for Science Teaching [6], The Effects of Motivational/Reward System and a Spelling Racetrack on Spelling Performance in General Education: A Case Report [7], Implementing SBI (Strategies-Based Instruction) in Teaching Speaking Skills [8], Enhancement of Teacher Training: Key to Improvement of English Education in Japan[9], Improving Creativity Of The Future Physics Teachers Through General Biology Learning Based On Ctl With Experimental Method[10].

This research is divided into four phases, phase 1 introduction, step 2 material and methodology, step 3 results and discussion and final stage are conclusions and suggestions.

2. Material and Methods

2.1 Phenomenology

Phenomenology is generally known as an approach used to help understand various symptoms or social phenomena in society[11]. There are two broad outlines in phenomenological thinking, namely social phenomenology described by Alfred Schutz and transcendental phenomenology as described in Edmund Husserl's work.

Phenomenology, according to Husserl, is an introduction to "the Visible". The phenomenon is its own reality that appears, there is no veil or curtain that separates the subject from reality because reality itself is visible to the subject. According to Schutz, phenomenology is the study of knowledge that comes from consciousness or how we understand an object or event through the conscious experience of the object or event. In this study, the author is more likely to use Alfred Schutz's phenomenology theory to discuss the problem.

2.2 Human Resource Management

According to Mary Parker Follet cited by Handoko (2000: 8), management is an art in completing work through other people. Human Resource Management Human Resources Management is part of the management function, meaning as a collection of knowledge about how to manage human resources[12].

If management emphasizes "how to achieve common goals with others", then Human Resource Management (HRM) focuses on "people" both as subjects or actors and at the same time as objects of actors. Therefore general management theory is the basis for regulating the role of humans in realizing optimal goals.

2.3 Competence

In the Human Resources environment, "Competence" is one of the most commonly mentioned words. Broadly speaking, Competence explains what people do at work at various levels and details the standards of each level, identifying characteristics of knowledge and skills needed by individuals that enable them to carry out their duties and responsibilities effectively so as to achieve professional quality standards at work[13]. Competence according to Robbin is the ability or a person's capacity to work on various tasks in a job, where this ability is determined by 2 (two) factors, namely (a) intellectual ability and (b) physical ability.

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, Article 10 paragraph (1) states that teacher competencies include:1). Pedagogic competence,2). Personality competency,3. Social competence, and4. Professional competencies obtained through professional education.

Competencies are often divided into two types of competencies that refer to definitions that have been raised by Miller et al (2001: 54), namely:1). Behavioral competency (Soft competency), which is how someone is expected to behave in order to be able to do a good job, and 2). Technical or functional competencies (Hard competency), which is defined as a description of what someone must know or do in order to carry out their work properly.

2.4 Empowerment

Empowerment means giving ability or strength[14]. Citing the definition of empowerment from Ife in Lasantha, Empowerment means preparing the community for resources, opportunities, knowledge, and expertise to increase the community's self-capacity in determining their future and to participate and influence life in the community itself. Empowerment according to Suhendra in Hasrulloh is a dynamic sustainable activity that synergistically encourages the involvement of all potentials that exist in an evolutionary manner.

2.5 Hermeneutics

Hermeneutics is one type of philosophy that learns about the interpretation of meaning[15]. Hermeneutic names are taken

from verbs in Greek hermeneuein which mean, interpret, give understanding, or translate. Hermeneutics is finally interpreted as a process of changing something or a situation of ignorance into understanding.

According to Paul Ricoeur's thought in "Grafting Hermeneutics and Phenomenology" mentions what he calls the relationship between the language of speech and the metaphor on the one hand with the language of writing and the text on the other. The hermeneutic process does not

merely understand, translate, and explain a message. But behind the hermeneutic process of many other elements interrelated, such as presuppositions, traditions, dialectics, language, and reality.

2.6 Research methodology

To solve problems in the observed research, steps are needed and determined to describe the approach and model of the problem. The steps taken are:

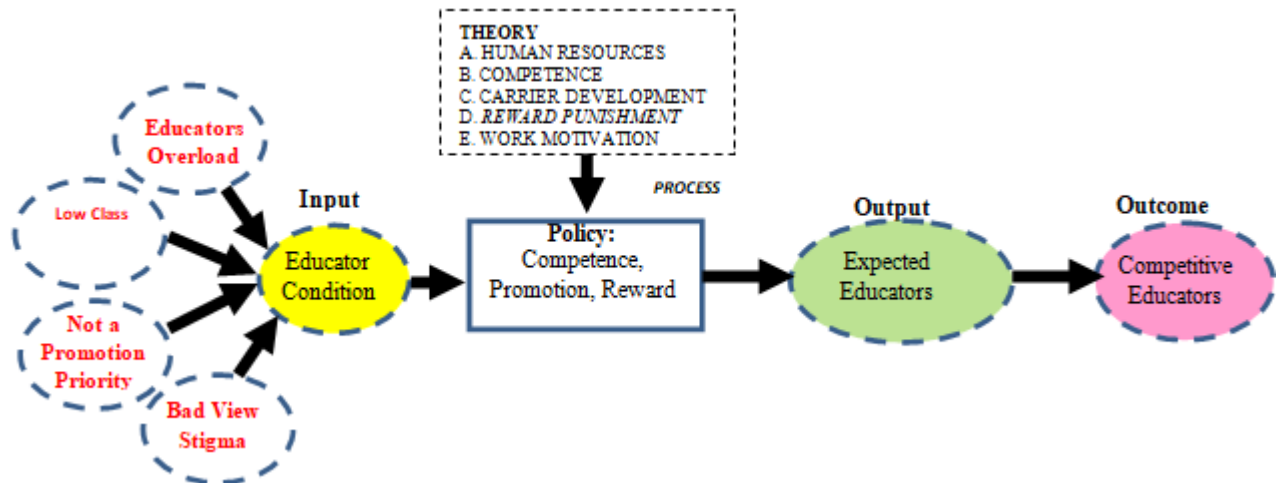


Figure 1: Flow Diagram Methodology

Target: The purpose of this research is to make the right formula to improve the quality of educators to be competitive.

Steps: The step of this research is step 1 to identify the problem with some current conditions of educators, step 2 conduct the analysis, step 3 process the results of the analysis using a qualitative descriptive approach, step 4 provides suggestions for improvement and conclusions.

3. Result and Discussions

3.1 Model of Educator Competency

One of the government policies to guarantee the quality of teachers in carrying out their duties as teachers and educators is to develop competency standards that are used as a reference in improving and fostering more professional educators and academically accountable.

The requirements as an educator as well as the expected competency model are in accordance with Article 01 / I / 2011 dated January 6, 2011, regarding the Guidelines for the guidance of educating personnel in the Navy, namely: (1) Pancasila spirit, (2) having personality with traits -figures / appearance that can be imitated, (3) have good / fulfilling requirements, (4) have an adequate educational background in the sense that at least they must have a level certificate with graduates of educational institutions where they work, (5) master education and teacher training, (6) sufficient experience in certain tasks or having a term of service that can be considered sufficient according to the Navy Headquarters provisions, (7) having the ability to develop teaching techniques and methods, (8) having the ability to

transform knowledge to others, and (9) have good educational achievement in groups.

Teachers in addition to meeting the general requirements in accordance with Article 01 / I / 2011 January 6, 2011, must also: 1) Has a certificate as a gain or equivalent 2) Having knowledge of educational psychology, 3) Mastering the teaching material taught. From some data and the results of interviews with informants in the field, it is indicated that there is a club between teaching personnel and structural positions with teaching personnel outside the formation position in the Kodiklat environment. One striking difference is the difference in class positions. Whereas the position class indirectly shows the different competencies possessed by the teaching staff and is directly related to the performance allowance. For this reason, the efforts that can be made are 1). The Leader must start with a system of procurement of educators (Recruitment) who fulfill the competencies as educators, 2). The number of educational programs that are quite large (204 Study Programs) has not been able to be fully utilized by the Kodiklat Teachers. If the number of teaching personnel is changed and developed, it can provide opportunities for structural positions for teaching personnel, namely the addition of new positions for teaching personnel as Prodik supervisors, 3). Personnel officials, at every opportunity to procure teaching staff, must strive to plan for the provision of teaching staff who have competency in the teaching field in accordance with predetermined requirements.

3.2 Rank and Position Promotion

Job promotion is the transfer from one position to another position that has a higher status and responsibility (Martoyo,

2007: 71). One of the motivations for someone to work for an organization or company is the opportunity to advance. Kodiklatal will greatly benefit if the promotion of all its soldiers can run smoothly, this means that the development of personnel at Kodiklatal runs well according to the provisions that have been outlined by the leadership of the Indonesian National Army / Navy. However, the promotion itself actually has more important and strategic values, namely proof of recognition of the leadership and the organization of its achievements.

Three guidelines can be used as a basis for promoting employees, according to Hasibuan (2003), namely: 1). Experience (seniority) which is a promotion based on the length of work experience of employees. 2). Skills namely someone will be promoted based on skills assessment, 3). Combination of experience and skills. The combination of experience and skills, namely promotion based on experience and skills.

In general, the Navy uses the basic combination of work performance and seniority in submitting promotional proposals to its soldiers. By using this combined system, for example, if there are two employees who have the same working period, then those who have the highest work performance are entitled to promotion. Vice versa, if two employees have the same job performance but a senior, then the more senior ones are entitled to promotion unless there are considerations and higher leadership policy considerations.

The promotion requirements used by the Navy are in accordance with the decision of Kasal number Kep / 1043 / VI / 2015 dated June 11, 2015, concerning technical instructions for promotion and the assignment of Navy soldiers in Chapter III article 10 paragraph a, mentioning the requirements for promotion, namely ; Normal career officers, the Proposed Promotion process remains guided by the MDP (Department of Service Period), while officers who have problems with the Promotion Increase proposal process are guided by the completion of the problem and get recommendations from authorized officials while paying attention to MDDP (Minimum Service Period) two years before the next rank.

In article number / 1043 / VI / 2015 states that the main requirement to be able to propose promotion (promotion in relation to position) is to have been through the required military education, so that educators who have not or cannot take development education in the National Army Indonesia / Indonesian Navy, promotions cannot be promoted. The model/system of promotion and position applied to the teaching staff is principally the same as the Indonesian National Armed Forces in general. The increase in rank and position of Navy soldiers is one of the parts in coaching, which has a direct influence on soldiers and is related to the plan of fostering careers and the needs of the Navy's organization.

The researcher also saw that the Kodiklatal Educational Institution had planned a system for the procurement of educators who were in accordance with the specified competencies and requirements, both the provisions of the

Regulation and the Teachers and Lecturers Act. However, the decision was related to each of the policymakers in the Navy and there was no agreement. From the internal side of the educators themselves, educators must be prepared and able to prepare themselves for all possible changes, such as maintaining health and physical fitness to the maximum, filling time by enriching professional science and general science, fostering good relationship with senior colleagues and juniors, because assessment from friends (Talent scouting) can influence the success of promotion of an Indonesian National Army officer.

Efforts to Overcome the Problems of Educator Promotion are promoted to the desired position, certainly something that is very proud and encouraging, especially if it really has been waiting for that position. From some data obtained in the field, it shows that there are differences between the positions of structural educators and educators outside the formation, related to policies regarding promotion intended for educators. The existence of promotion promotes motivation for soldiers, with this motivation they will compete in a healthy manner. In connection with this, efforts can be made to decision-makers at the leadership level of the Educational Institution: 1). The leadership of the Kodiklatal Educational Institution along with its staff must be sensitive and pay attention to the problems that occur among educators and the complaints of educators, 2). Kodiklatal Personnel to start with the recruiting system to procure qualified educators as standardized educators according to the provisions issued by the leadership of the Indonesian National Army.

For educators who occupy structural positions, they automatically fulfill the requirements to be promoted, but for educators outside the formation, efforts that can be carried out so that they can be promoted are attempting to resolve the causes of "Outside Formation" first, namely: 1). For educators outside the formation due to illness, to be promoted must be healthy with a statement from the local Indonesian National Army hospital doctor, 2). For educators outside the formation due to legal problems, in order to be promoted there must be a Disciplinary Penalty Decree from the local law apparatus, 3). For Gadik outside the formation due to retirement preparation, the effort made is to provide motivation to keep the spirit of giving pride and experience to students' warrior students, the next generation of the Navy, 4). For educators outside the formation who have no problems whatsoever, in order to be promoted, they must be able to compete among other teachers, 5). For educators outside the formation because they are waiting for a position, so that they can be promoted, namely to maintain their abilities.

3.3 Awarding and Punishment

Efforts to get a professional workforce in accordance with the demands of the office, a continuous coaching effort is needed, which includes the activities of planning, organizing, using, and maintaining the workforce in order to be able to carry out the task effectively and efficiently. As a concrete step from the results of coaching, there is an award of employees who have shown good work performance. There are also companies that give awards to employees

because of their working period and service. The award is an attempt by the company to provide remuneration for the work of its employees.

Granting awards to educators needs confirmation in its implementation because, in the Decree of the Commander of the Indonesian Armed Forces Number Skep / 289 / VIII / 2005 and Article Number 1/2011 dated January 6, 2011, it has been clearly stated, but the implementation has not yet proceeded properly. One of them is the appreciation of the promotion of very different processes and requirements between structural position educators and educators with non-structural positions. According to Siagian (2006), a sense of justice can make employees satisfied with the compensation they receive.

Giving awards/rewards to educators (Gadik / Gumil) of the Navy aims to: 1). Raising the dignity of educators, 2). Increasing motivation for educators in carrying out their professional duties and giving pride in their achievements; 3). Spur performance, discipline, dedication and work performance of educators, 4). Encouraging competition among educators to improve work performance and professionalism in carrying out their duties as educators.

The individual discipline of each soldier must be the beginning of the realization of unit discipline. Regulation is a guideline for members' behavior to create a conducive work environment and stipulates that each member works according to the rank of each. All violations committed by soldiers either intentionally or unintentionally violate the law and/or regulations on soldier discipline and/or carry out actions that are contrary to the joints of life of soldiers based on the Sapta Marga and Soldiers' Oaths or violate official rules, detrimental to the organization and honor of soldiers.

According to Veithzal Rivai (2005: 450) the types of punishment can be broken down into 1) light punishment, 2) moderate punishment, 3) severe punishment. Punishment for members of the TNI adapting to Law No. 25 of 2014 concerning the Military Discipline Law (HDM), mentioned in article 9, forms of punishment for military discipline classified into three categories, namely 1) Reprimand; 2) Mild disciplinary detention, 3) Severe disciplinary detention.

If we look again at the requirements as educators listed in Article 1 / I / 2011, that one of the requirements as an educator must have a personality with qualities/appearance that can be emulated, for example, there is no legal problem. In addition, educators must have good/qualified conditions, so that they can be emulated by the students' soldiers. From the results of research at Kodiklatal, some officers who had problems with health or problems with the law occurred when they were in the unit before they served in Kodiklatal.

Awards were translated into rules and policies in the Indonesian National Army and Navy based on the Decree of the Indonesian Armed Forces Commander Number Skep / 289 / VIII / 2005 and Article 1 / I / 2011 dated 06 January 2011. From the results of observations in the field, it can be concluded that there are several rules and policies regarding awards that have not been implemented as expected, among the forms of the award include; 1) Position allowance. by

eliminating outside positions, it will increase the award of educators. 2) There is a need for an award policy that is given to high achievers. 3) To increase the honorarium for Gadik, it is necessary to adjust it to the Decree of the Commander of the Indonesian Armed Forces Number Skep / 289 / VIII / 2005 and Article 1 / I / 2011. 4) Sign of the Satyalencana Dwija Sista award. Based on the Kasal Decree Number Kep / 1625 / XI / 2013 given to educators who have carried out their duties within a certain period without defects. 5) Housing for tranquility in carrying out tasks. in particular, there has never been provided for Kodiklatal educators. 6) There is a need for official vehicle support, especially to deliver teaching staff in carrying out teaching assignments, given the Kodiklatal aligned schools are located in the city of Surabaya. 7) The provision of insurance for educators who carry out high-risk tasks does not yet exist. In general the Indonesian Armed Forces soldiers were insured through ABRI Insurance.

From the explanation above, it can be concluded that the award for outside formation educators at Kodiklatal has not been fully implemented, however the teaching and learning process at Kodiklatal must continue. The need for educators who are truly militant, loyal to work, and full of service in carrying out their duties, and have dedication as educators.

4. Conclusions

From the results of testing the hypothesis and analysis in the previous chapter conclusions can be taken as follows:

a. One of the government policies to guarantee the quality of teachers in carrying out their duties as teachers and educators is to develop competency standards that are used as b reference in improving and fostering more professional educators and academically accountable. The expected model and demands of competency of teaching staff are in accordance with the requirements of the teaching staff, which are listed in Article 01 / I / 2011 dated January 6, 2011, concerning training for educators in the Navy.

b. The promotion model/system and position applied to the teaching staff are principally the same as the Indonesian National Armed Forces soldiers in general and must fulfill the promotion requirements according to Skep / 1043 / VI / 2015 dated June 11, 2015.

c. The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, article 40 paragraph (1) states that Educators and education personnel are entitled to receive awards in accordance with their duties and work performance. Likewise in the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, in Article 14 paragraph (1) states that, in carrying out professional duties, the teacher has the right to receive promotions and awards. The award is translated into rules and policies that exist in the Indonesian National Army and Navy based on the Decree of the Indonesian Armed Forces Commander Number Skep / 289 / VIII / 2005 and Article 1 / I / 2011 dated 06 January 2011.

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