

INNOVATION IN THE FIELD OF EDUCATION PERSONNEL: IMPACT OF GOVERNMENT APPOINTMENT POLICIES WITH WORK AGREEMENT (PPPK) ON EMPLOYEE PERFORMANCE CASE STUDY AT MAN 1 BEKASI

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Abstract

The authors conducted this study aiming to reveal the impact of appointing Government Employees with Employment Agreements (PPPK) on employee performance at Madrasah Aliyah Negeri 1 Bekasi. The method used in this research is a descriptive qualitative method with data collection techniques used are observation and interviews. Interviews were conducted with Government Employees with Employment Agreements (PPPK), school principals, and heads of administrative staff and educators at the educational institution where the research was conducted. The results of the research were carried out through eight aspects of the performance of teaching staff; educate, teach, guide, direct, train, assess, evaluate, and the ability to innovate factors. Overall, all of these aspects show good performance, but the ability to innovate is still categorized as quite low.

Keywords: Innovation; Education Personnel; PPPK Policy.

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INTRODUCTION

Innovation is an attempt to find something new by doing activities and discovery in the form of ideas, goods, events, and methods that are observed as something new for a person or group of people (society). In terms of educational staff innovation, this innovation is directed at equipping educators with the ability to adapt to the times and create quality education (Mubarokah, 2021). However, the effort to create quality education is not as easy as turning the palm. Moreover, education in Indonesia still has various problems including; a shortage of educators, quality of educators, and lack of welfare level of educators. This shortage of educators in the future, to be precise in 2024, will reach 1.3 million educators. So it should be said that Indonesia is experiencing a crisis of teaching staff (detik.com, 2022). In addition, the issue of the quality of teaching staff is also important. This has an impact on the welfare of educators. However, the government continues to strive so that problems that occur in the world of education can be resolved at least the government can minimize existing problems by opening the recruitment of State Civil Apparatus (ASN) teachers, Government Employees with Work Agreements (PPPK) which will be held in 2021. PPPK Teacher Selection is being held jointly with the Ministry of Administrative Reform and Bureaucratic Reform (PANRB), Ministry of Finance (Ministry of Finance), the Ministry of Home Affairs (Kemendagri), and the State Civil Service Agency (BKN), as well as local governments. (kemdikbud.go.id, 2022)

The government plans to recruit one million honorary teacher candidates to become Government Employees with Work Agreements (PPPK) funded by the central government's APBD and finally funded by the respective regional APBD. The First Aid Policy from early 2021 was rolled out to a recruitment policy. PermenPANRB Number 20 of 2022 Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia Number 20 of 2022 concerning Procurement of Government Employees with Work Agreements (PPPK) for Teacher Functional Positions in Regional Agencies in 2022. Kepmendikbudristek Number 349/P/2022. Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 349/P/2022 concerning Technical Guidelines for Implementing the Selection of Prospective Government Employees with Work Agreements for Teacher Functional Positions in Regional Agencies in 2022 (kemdikbud.go.id, 2022).

The PPPK acceptance requirements include: Applicants are Indonesian Citizens (WNI); The minimum age is 20 (twenty) years and the maximum is 59 (fifty nine) years at the time of registration; Never been sentenced to imprisonment based on a court decision that already has permanent legal force for committing a criminal offense of 2 (two) years or more imprisonment; Never been honorably discharged at his own request or dishonorably as a Civil Servant, PPPK, Republic of Indonesia Soldier, or dishonorably discharged as a private employee; Not being a member or administrator of a political party; Have an educator certificate and/or educational qualification with a minimum level of bachelor's or diploma four in accordance with the requirements; Physically and mentally healthy in accordance with the requirements of the position being applied for; Certificate of good behavior; and other requirements according to the needs of the position determined by the minister who administers government affairs in the fields of education, culture, science and technology (kemendikbud.go.id, 2022).

The enthusiasm of the community, and honorary teaching staff, was very high in welcoming this government policy. Thus causing turmoil in the world of education, including a massive exodus of educators leaving private schools that have raised them with all their limitations. With the Acceptance of Government Employees with Employment Agreements (PPPK), many private schools have lost teachers as a result of being transferred to public schools. As a result, many private schools experience a shortage of teachers. A new problem has surfaced, namely, the owners of educational foundations are restless and disturbed by the policy of appointing Government Employees with Employment Agreements (PPPK) (Damanik, 2022). Complaints Education organizers' foundations represented by BMPS asked the government to distribute teaching staff equally, not only to public schools but to private schools. BMPS agreed to ask the government, through the Director General of GTK, to keep private educators who

passed PPPK in their schools of origin. BMPS also said that if this policy was implemented it would not cause a commotion, and all parties would benefit because no one would suffer a loss.

The essence of all the problems that arise is that the government has the goodwill to overcome educational problems both at the central and regional levels. Education must be a top priority in nation-building. Therefore, the policy of appointing Government Employees with Employment Agreements (PPPK) aims to raise the dignity of teaching staff. In this case, the government innovates teaching staff so that it has an impact on the quality of educators, and the welfare of educators. However, there is an assumption that the low quality of teachers begins with poor teacher recruitment as a starting point for teacher procurement. According to Research on Improving Systems of Education (RISE), the teacher recruitment system that has been carried out so far is not quality-oriented (Andina, 2021). These two things, the quality of educators and welfare, are closely related to the continuity of education. Welfare should receive priority attention to improve the performance of teaching staff because salary can affect concentration and motivate educators when teaching can be even better (Mansir, 2020). So that the process of becoming qualified educators is a shared hope.

On the other hand, being a Government Employee with a Work Agreement (PPPK) is not a gift in disguise (*blessing in disguise*) without being accompanied by a great sense of responsibility as an employee. But behind it all, there is a heavier task responsibility. The government employee educators with work agreements (PPPK) must show better performance than before so that the policies taken by the government have a good impact on society, especially for educational institutions.

Several previous studies have examined the focus of similar research including those conducted by Kurniawan, (2020), Mahrus, (2022), Rahman, (2022), Fitriani, (2022), and Safitri, (2022). In this study, the authors conducted research that focused on Innovation in the Field of Education: The Impact of the Policy on Appointing Government Employees with Employment Agreements (PPPK) on Employee Performance. Researchers only focused on the performance of educators after being appointed as PPPK.

METHODOLOGY

This study used a qualitative approach because the researchers conducted information-digging on the impact of hiring educators as Government Employees with Employment Agreements (PPPK) on their performance. The researcher also involved several participants to get a clear picture of educators (PPPK) through interviews and observations involving a school principal, a TU chief of staff, five teachers, and three educators who were appointed PPPK at the school where the study was conducted. The taking of participants was based on the feasibility and representativeness of the participants in the study. These participants are part of the primary data because they provide data directly to researchers. Researchers also take data from other sources in the form of documents, scientific books, and research results; in the form of theses, theses, journals, internet, and mass media that are relevant to the research focus. The data analysis technique used is data analysis based on Miles & Hubberman's theory, namely: (1) data reduction, (2) data display, and (3) data verification. Data processing is carried out based on the results of data obtained through observation, and interviews.

RESULTS AND DISCUSSION

Educational Workforce Innovation

Innovation (innovation) is an idea, item, event, or method that is perceived or observed as something new for a person or group of people, whether it is the result of discovery or invention. The purpose of innovation is to solve a problem certainly. Meanwhile, the nature of the innovation itself is subjective and specific (Kristiawan, et al. 2017). In many ways, innovation is also interpreted as a change made by a person or group that results in new creations or inventions, both related to technology and non-technology. This problem (Zaltman, Duncan, 1977) reveals that: “*An innovation is any idea, practice, or mate artifact perceived to be new by the relevant unit of adoption. The innovation*

is the change object. A change is the alteration of a part of the actor in response to a situation. The requirement of the situation often involves a new requirement is an inventive process producing an invention. However, all innovations, since everything an individual or formal or informal group adopts is perceived as new”

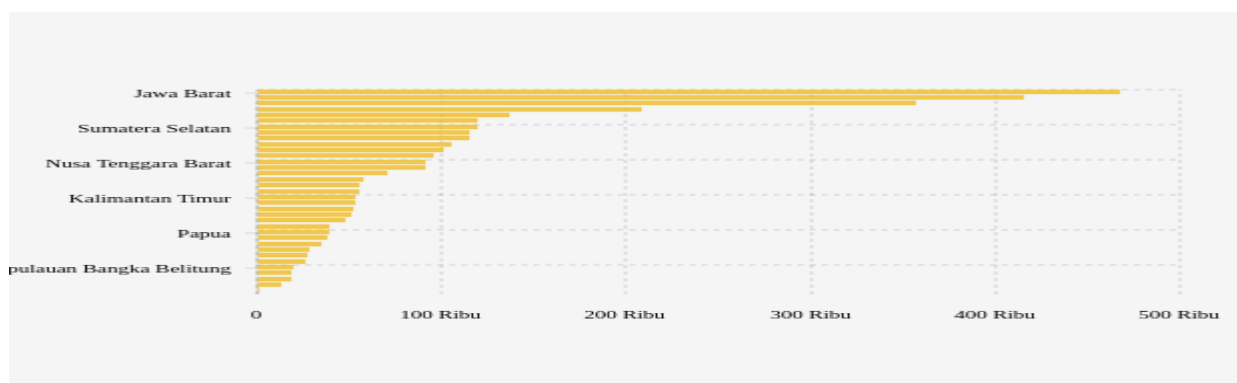
In short, innovation according to Huberman (1973), namely; “Innovation is the creative selection, organization, and utilization of human and material resources in new and unique ways which will result in the attainment of a higher level of achievement for the defined goals and objectives”. From the two definitions above, it can be understood that an innovation is a creative process in selecting, organizing, and utilizing human and material resources in new or unique ways that will result in higher achievement of the goals and objectives that have been set. However, not all renewal matters are called innovations, because not all individual groups, both formal and informal groups, consider this something new.

The process of educational innovation is a series of activities carried out by individuals/organizations, from being aware of innovations to implementing (implementing) educational innovations. The process implies that the activity is carried out in a time-consuming manner and changes occur at any time. There are differences in the innovation process, between people or organizations with one depending on the sensitivity of the person or organization to innovation (Kristiawan, et al. 2017).

The innovation of teaching staff has an innovative role in carrying out their multi-role duties, namely as educators, trainers, and teachers. The term educator itself has a meaning that functions as a means of developing and fostering students. While the teacher has a meaning in fostering and developing knowledge or sharpening the intellectuality of students. Then the trainer refers to the meaning of fostering and developing students' skills. Based on this role, educators can innovate by equipping themselves with various kinds of educational skills so that educators can become qualified. Educators can involve themselves in various ways in events and opportunities organized by the government and private parties that can increase their potential.

Government Employee Appointment Policy with Work Agreement (PPPK)

Data from the Directorate General of Teachers and Education Personnel (Dirjen GTK) shows that the average teacher-student ratio is 1:16. Currently 2,906,239 teachers are teaching in 218,234 schools with a total of 45,073,800 students (Central Statistics Agency, 2020). Of all the teachers who are currently active, only 1,520,354 (52.3%) teachers have the status of Civil Servants (PNS). Meanwhile, the remaining 47.7% are honorary teachers consisting of 401,182 Permanent Foundation Teachers (GTJ/PTY), 13,328 Provincial Non-Permanent Teachers (GTT), 141,724 district/city GTT, 3,770 central support teachers, 704,503 honorary school teachers, and 121,378 teachers from other categories (Ministry of Education and Culture, tt). After nearly two decades, the government has finally made changes in the management of the State Civil Apparatus (ASN).



Source: Central Bureau of Statistics 2019/2020; data on the distribution of teaching staff in the province One of the major changes is regarding the distribution of types of staff which is one of the breakthroughs made by the government through Law Number 5 of 2014 concerning the State Civil Apparatus. Based on articles 6 and 7 of Law no. 5 of 2014, ASN is divided into two types of staff, namely PNS (Pegawai Negeri Sipil) who are appointed as permanent

employees by civil service development officials and have national employee identification numbers and Government Employees with Work Agreements (PPPK) who are appointed as employees with work agreements by supervisor officials staffing by the needs of government agencies and the provisions of the Act (Dewi, 2022).

The policy of appointing Government Employees with Employment Agreements (PPPK) emerged to meet the urgent need for qualified and professional human resources (HR) whose competence has so far not been obtained from civil servants. PPPK who have various professional backgrounds are considered capable of handling jobs that require special skills quickly and thoroughly, so that when they work if the work handled is completed, the work agreement contract can also be completed, thus the government does not have too heavy a burden to bear on its apparatus (Damanik, et al 2022).

The government's policy of terminating honorary teaching staff and appointing PPPK has raised many pros and cons, so it took a long time to quell this turmoil. PPPK which is considered a policy causes a lot of confusion. Many assume that the presence of PPPK is nothing more than "changing clothes" in terms of Non-Permanent Employees, Honorary Employees, or Contract Staff which have been used by agencies, both at the central and regional levels, to meet the need for human resources quickly. There is even an opinion that the presence of PPPK is considered not born in a place that can be called a new thing, due to the unclear concept of non-PNS employees to date and the system of recruitment and selection within a rigid bureaucracy. However, from all the debates that have taken place, in essence, the government appointed PPPK with the aim that honorary teaching staff who have had many problems regarding salary and status have adequate welfare. Even the government believes that the open selection of Government Employees with Work Agreements (PPPK) is a strategic step in meeting the needs of teaching staff and solving the problem of honorary teaching staff (Andina, 2021).

Performance of Government Employees with Employment Agreements (PPPK)

Performance is a reference that a person can carry out his work in a measurable and good manner. Jufrizen (2018), mentions performance or performance is an illustration of the level of achievement of the implementation of an activity program or policy in realizing the goals, objectives, vision, and mission of the organization as outlined in an organization's strategic plan. In more detail Afandi (2020) says that performance is the result of work that can be achieved by a person or group of people in an institution under their respective authorities and responsibilities to achieve organizational goals legally, not violating the law and not contradicting morals and ethics. Based on the two definitions above regarding performance, this shows that performance is proof that someone can do a good job based on a predetermined plan.

Concerning the performance of teaching staff, based on the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 16 of 2009, the performance of teaching staff involves the following matters; Educators as professional educators have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating. Based on the main duties and functions of the teaching staff, the assessment of teaching staff is determined as part of career development, rank, and position. The implementation of the teacher's main duties cannot be separated from the ability of an educator to master and apply his competencies, as mandated in the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Competency of teaching staff, especially in mastering pedagogical and professional competencies.

Based on the interview results table above, shows that the performance of educators who are appointed as Government Employees with Work Agreements (PPPK) has good performance. However, educators cannot still innovate. This may be influenced by the environment in which the employee carries out his duties. Because in general, the teaching staff in the research area have a low level of innovation. This is evidenced by the large number of educators in carrying out lesson plans only adopting existing lesson plans. In addition, educators only use very monotonous learning methods.

CONCLUSION

Based on data obtained through observation and interviews about the impact of hiring educators to become Government Employees with Employment Agreements (PPPK) has a good impact on the performance of teaching staff. The lack of performance related to the ability to innovate is a common phenomenon for most educators. So the ability to innovate is considered not part of the performance of educators. Even in any part of work the ability to innovate is needed, especially for educators who are currently dealing with technology. Educators may be displaced by technology if they do not innovate in learning. This problem can also be material for future researchers to research the ability to innovate for educators.

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