



Research Paper

The Influence of Work Discipline, Technical Skills on Tutor Performance At the Cadre Community Learning Activity Center In South Sulawesi.

Andi Besse Ferial, Mattalatta, Gunawan, Abdul Latief, Ansar, Kurniawaty
STIE AMKOP Makassar^{1,2,3,4,5}

ABSTRACT

This research aims to examine the influence of work discipline and technical skills on the performance of tutors at the Cadre Community Learning Activity Center in South Sulawesi as many as 125 people using the correlation analysis method and t test. This research found that there is a positive and significant influence of work discipline and technical skills on tutor performance. The largest correlation occurs between tutor performance and teaching skills at 0.722 where rewards are an indicator of technical skills. Overall, all indicators from the variables of work discipline and technical skills have a positive and significant influence on tutor performance, meaning that work discipline and satisfaction in the organization influence employee life behavior, attitudes, actions and thinking which leads to increased performance.

Keywords: Work Discipline, Technical Skills, Performance

Received 11 Apr., 2024; Revised 21 Apr., 2024; Accepted 23 Apr., 2024 © The author(s) 2024.

Published with open access at www.questjournals.org

I. INTRODUCTION

The opportunity to receive education can be said to be a right that every Indonesian child has since birth. Ironically, not all school age children can complete their education, this is due to the inability of their parents, resulting in an increase in the number of children dropping out of school. The fact that the large number of children dropping out of school is very worrying. School age children who are unable to continue school due to limited financial capacity can continue according to their last level of education, this is in accordance with Law Number 20 of 2003 concerning the National Education System which states "Education can be implemented through three channels, namely formal education, non-formal, and informal.

In 2003, after going through the struggle of various pioneer figures, actors and supervisors, the Community Learning Activity Center was included in Law no. 20 of 2003 concerning the National Education System, namely the recognition of the Community Learning Activity Center (PKBM) as a Non-Formal Education Unit. Because the Community Learning Activity Center (PKBM) is a Non-Formal Education Unit, the Department of Education carries out the task of being the main supervisor. Various forms of guidance have been carried out by the government in the form of funding assistance, technical assistance and others. An example is a block grant provided for program implementation and improving the quality of institutions.

With the explicit recognition of the Community Learning Activity Center as a non-formal education unit in Law Number 20 of 2003 concerning the National Education System, it is the responsibility of all parties, including the central government, provincial government, district/city government and the wider community, to developing a Community Learning Activity Center. Community Learning Activity Center As one of the Non-formal Education institutions which provides non-formal education, the aim and existence of the Community Learning Activity Center is to help the community (especially poor and underprivileged communities) in providing educational alternatives that is needed, which is expected to provide an effective and appropriate educational process so that future graduates can have an understanding of science that can compete with formal education graduates.

Learning success is largely determined by the Tutor's performance. A Tutor's performance is influenced by several factors, namely at the individual level such as motivation, personality, values, attitudes

and abilities. At the group level, performance is influenced by individual interactions and dynamics in the group such as leadership, communication and conflict, while at the organizational level, tutor performance can be influenced by salary, honorarium / incentives, organizational culture, organizational climate, organizational design, social relationships, etc. To be able to carry out these duties and responsibilities, tutors at the Community Learning Activity Center in South Sulawesi must have good performance and performance that can be measured through various aspects, including work discipline and technical skills.

For this reason, the author intends to conduct research entitled: The Influence of Work Discipline, Technical Skills on the Performance of Tutors at the Cadre Community Learning Activity Center in South Sulawesi.

II. LITERATURE REVIEW

Work Discipline

Work discipline is defined as an attitude of respect, respect, obedience and obedience to applicable regulations, both written and unwritten and being able to carry them out and not evade accepting sanctions if he violates the duties and authority given to him. According to Afandi (2018: 12), discipline is basically a management action to encourage members of an organization to comply with various provisions and regulations that apply in an organization, which include: 1) the existence of rules or regulations; 2) the obedience of the followers; 3) there are sanctions for violators. Furthermore, according to Siagian in Ichsan, et al (2020) that work discipline is an attitude of respect, respect, obedience and obedience to applicable regulations, both written and unwritten and being able to carry out and not avoid accepting sanctions if he violates his duties. and the authority given to him. Furthermore, according to Mamesah (2016) states that "work discipline is an attitude, behavior and actions that comply with the regulations of the organization in written or unwritten form".

Technical Skills

In relation to the specific skills that leaders must have. Yukl (1994) states that technical skills are knowledge of methods, processes, procedures and techniques for carrying out a specific activity, and the ability to use tools relevant to that activity. Yukl further explained that technical skills include knowledge of methods, processes, procedures and techniques for carrying out specific activities of an organizational unit. Similar opinions were expressed by Stoner, Freeman, and Gilbert Jr. (1995: 17) that technical skills are the human ability to use procedures, techniques and knowledge about a special field. Leaders or managers who supervise the work of others need extensive knowledge of the techniques and equipment that subordinates use to carry out the work. Technical expertise is also needed to handle disruptions in work caused by equipment failure, quality deficiencies, accidents, insufficient materials, and coordination problems. Leaders or managers who have adequate technical skills can of course carry out their managerial work well. Thus, technical skills relate to

Performance

Performance in English is also called job performance or actual performance, which is the level of employee success in completing their work. Performance is not an individual characteristic, such as talent or ability, but is a manifestation of the talent or ability itself. Gibson in Kasmir (2015) states that individual performance is the basis of organizational performance which is greatly influenced by individual characteristics, individual motivation, expectations and assessments carried out by management regarding the achievement of individual work results. According to Siswanto (2015), performance comes from the word job performance, which means work performance achieved by a person in carrying out the tasks and work given to him. Rivai and Basri (2005) in Harsuko (2011), stated that performance is the result of work that can be achieved by a person or group of people in a company in accordance with their respective authorities and responsibilities in an effort to achieve company goals illegally, without violating the law. and does not conflict with morals and ethics. Wibowo (2011) states that performance comes from the definition of performance, some also define performance as the result of work or work achievement. Performance is a manifestation of ability in the form of real work.

RESEARCH METHODS

The population in this study were all tutors at the Community Learning Activity Center (PKBM) in South Sulawesi, a total of 125 tutors. The work discipline variable consists of three indicators, namely being punctual, obeying regulations, and being responsible on duty. The technical skills variable consists of indicators of teaching skills, skills in using educational technology, communication skills from performance variables, ability to carry out learning, utilization of learning media, and ability to carry out research on learning outcomes. The analysis method used in this research is correlation analysis and t test.

III. ANALYSIS AND DISCUSSION

Tabel.1 Correlation

| Correlations | | On time | Obeys the rules | Responsibility | Teaching Skills | Use of educational Technology | Communication | Tutor Performance |
|-------------------------------|---------------------|---------|-----------------|----------------|-----------------|-------------------------------|---------------|-------------------|
| On time | Pearson Correlation | 1 | ,440** | ,233** | ,157 | ,332** | ,377** | ,246** |
| | Sig. (1-tailed) | | ,000 | ,009 | ,063 | ,000 | ,000 | ,004 |
| | N | 125 | 125 | 125 | 125 | 125 | 125 | 125 |
| Obeys the rules | Pearson Correlation | ,440** | 1 | ,326** | ,287** | ,392** | ,451** | ,314** |
| | Sig. (1-tailed) | ,000 | | ,000 | ,000 | ,000 | ,000 | ,000 |
| | N | 125 | 125 | 125 | 125 | 125 | 125 | 125 |
| Responsibility | Pearson Correlation | ,233** | ,326** | 1 | ,333** | ,243** | ,237** | ,421** |
| | Sig. (1-tailed) | ,009 | ,000 | | ,000 | ,004 | ,005 | ,000 |
| | N | 125 | 125 | 125 | 125 | 125 | 125 | 125 |
| Teaching Skills | Pearson Correlation | ,157 | ,287** | ,333** | 1 | ,428** | ,362** | ,722** |
| | Sig. (1-tailed) | ,063 | ,000 | ,000 | | ,000 | ,000 | ,000 |
| | N | 125 | 125 | 125 | 125 | 125 | 125 | 125 |
| Use of educational Technology | Pearson Correlation | ,332** | ,392** | ,243** | ,428** | 1 | ,460** | ,563** |
| | Sig. (1-tailed) | ,000 | ,000 | ,004 | ,000 | | ,000 | ,000 |
| | N | 125 | 125 | 125 | 125 | 125 | 125 | 125 |
| Communication | Pearson Correlation | ,377** | ,452** | ,237** | ,362** | ,460** | 1 | ,355** |
| | Sig. (1-tailed) | ,000 | ,000 | ,005 | ,000 | ,000 | | ,000 |
| | N | 125 | 125 | 125 | 125 | 125 | 125 | 125 |
| Tutor Performance | Pearson Correlation | ,246** | ,314** | ,421** | ,722** | ,563** | ,355** | 1 |
| | Sig. (1-tailed) | ,004 | ,000 | ,000 | ,000 | ,000 | ,000 | |
| | N | 125 | 125 | 125 | 125 | 125 | 125 | 125 |

** . Correlation is significant at the 0.01 level (1-tailed).

Based on Table 1, a correlation relationship can be seen between performance and all indicators of work discipline and technical skills. The largest correlation occurs between teaching skills and performance at 0.722, where teaching skills are one of the indicators of technical skills. Then the second largest correlation occurred between the relationship between performance and the use of educational technology of 0.563, where the use of educational technology is an indicator of technical skills. Overall, all indicators from the variables of work discipline and technical skills have a positive and significant influence on tutor performance

Table 2. ANOVA^a

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|--------|-------------------|
| 1 Regression | 82,149 | 2 | 42,560 | 25,589 | ,000 ^b |
| Residual | 328,533 | 121 | 2,527 | | |
| Total | 408,677 | 124 | | | |

a. Dependent Variable: Performance

b. Predictors: (Constant), Discipline, Technical Skills

Table 3. Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|------------|---------------------------|---|------|
| | B | Std. Error | Beta | | |
| | | | | | |

| | | | | | |
|------------------|-------|-------|------|-------|------|
| (Constant) | 6,675 | 1,257 | | 6,590 | ,000 |
| 1 Discipline | ,174 | ,078 | ,177 | 2,312 | ,036 |
| Technical Skills | ,335 | ,091 | ,335 | 3,998 | ,000 |

a. Dependent Variable: Performance

From the Anova test seen in table 2, it is proven that work discipline and technical skills both simultaneously influence tutor performance with an F count of 125.589 > 2.68. Next, based on table 3, the formulation is obtained

$$Y = 6.675 + 0.174X_1 + 0.335X_2$$

1. A constant of 6.675 means that if work discipline and satisfaction are 0 then the tutor's performance (Y) is 6.675
2. If work discipline increases by 1 unit, then the tutor's performance will increase by 0.174 units assuming the other independent variables are constant.
3. If technical skills increase by 1 unit, then the tutor's performance will increase by 0.335 units assuming the other independent variables are constant.

IV. Discussion

The influence of work discipline on tutor performance

From the results of data processing, it was found that work discipline had a positive and significant effect on the performance of tutors at the Cadre Community Learning Activity Center (PKBM) in South Sulawesi. With a calculated t value of 2.312 > 1.657. so in this case the first hypothesis is accepted.

A disciplined tutor will tend to be more consistent in preparing lesson material. Good preparation includes a deep understanding of the topic being taught, compiling relevant material, and planning learning sessions well. A disciplined tutor may be better able to develop lesson plans, select appropriate teaching strategies, and organize engaging learning activities. A disciplined tutor will be more effective in managing study time. This involves allocation sufficient time for each topic, monitoring student progress, and adjusting learning plans when necessary. Good time management can increase the efficiency and effectiveness of learning sessions.

Not all learning sessions go smoothly, and challenges may arise. Tutors who are disciplined tend to be more able to respond to these challenges calmly and find effective solutions. They can adapt their approach according to student needs. Work discipline includes regular monitoring and assessment of student progress. A disciplined tutor will provide regular feedback, structure exams or assignments, and ensure that students get the guidance necessary to improve their understanding. Work discipline also includes a willingness to continue learning and improve the quality of teaching. A disciplined tutor will likely attend training, keep up with the latest developments in the field of education, and seek input from students to continually improve their performance.

This research is in line with research conducted by Ferial, A. B(201), Harsono (2017), Bangun, I. (2021) and Tongo-Tongo, Y. (2014), Mukhtiali, M. H., (2022), they concluded that work discipline is the key to the success of a company or organization with human resource policies in carrying out their work duties. Work discipline is really needed by every employee, because it is a means to train the employee's personality so that they always show good performance.

The influence of technical skills on tutor performance

From the results of data processing, it was found that technical skills had a positive and significant effect on the performance of tutors at the Cadre Community Learning Activity Center in South Sulawesi, with a calculated t value of 3.998 > 1.657. so in this case the second hypothesis is accepted Technical skills are not only related to understanding the material, but also the ability to convey it clearly to students. Tutors who have good technical skills can communicate effectively, use appropriate technical terms, and adapt the delivery style to suit student needs. Technical skills can support tutor creativity in designing and implementing innovative teaching methods. Teachers who have good technical skills may be able to create interesting learning activities and motivate students to be actively involved in the learning process.

Technical skills also include the ability to adapt to the latest technological developments. A technically skilled tutor can utilize software, apps, or digital learning platforms to enhance the student's learning experience. Technical skills may include the ability to use various types of learning media, such as multimedia presentations, videos, or simulations. Technically skilled tutors can integrate these different media to enhance student understanding.

Students may have technical questions that require in-depth answers. Tutors who have good technical skills can provide adequate answers and help students understand the concepts thoroughly. Technical skills can assist tutors in adapting learning materials to different levels of student understanding. Technically skilled tutors can identify a student's level of understanding and adjust their teaching approach accordingly.

The results of this research are in line with several studies including Simbolon, Adrianto, S. (2011), Darmawan, D., & Mardikaningsih, R. (2021), and Parta, I. W. G. I., & Mahayasa, I. G. A. (2021). Brand concluded that with technical skills, tutors can develop and hone students' skills, and teacher tutors can be more effective in helping students reach their potential and creating a positive learning environment.

V. CONCLUSION

1. Work discipline has a positive and significant influence on the performance of tutors at the Cadre Community Learning Activity Center in South Sulawesi.
2. Technical skills have a positive and significant influence on the performance of tutors at the Cadre Community Learning Activity Center in South Sulawesi.

BIBLIOGRAPHY

- [1]. Adrianto, S. (2011). Pengaruh keterampilan teknis, keterampilan sosial, keterampilan konseptual, dan keterampilan manajerial terhadap kinerja kepala sekolah dasarnegeri di Wilayah Jakarta Pusat. *Jurnal Manajemen Pendidikan*, 2(1), 88-96.
- [2]. Afandi, Pandi. (2018). *Manajemen Sumber Daya Manusia*. zana Publishing. Yogyakarta.
- [3]. Bangun, I. (2021). ANALISIS DISIPLIN KERJA DAN MOTIVASI KERJA TERHADAP KINERJA TUTOR PADA XYZ CENTRAL. *Jurnal Ilmiah SMART*, 5(1), 143-153.
- [4]. Darmawan, D., & Mardikaningsih, R. (2021). Pengaruh Keterampilan Interpersonal, Pengalaman Kerja, Integritas dan Keterikatan Kerja terhadap Kinerja Penyuluh Pertanian. *Ekonomi, Keuangan, Investasi dan Syariah (Ekuitas)*, 3(2), 290-296.
- [5]. Ferial, A. B., Mattalatta, M., & Tamsah, H. (2019). Pengaruh Kompetensi Terhadap Kinerja Melalui Motivasi Dan Disiplin Tutor Pada Program Pendidikan Luar Sekolah Pada Pusat Kegiatan Belajar Masyarakat (PKBM) Kota Makassar. *YUME: Journal of Management*, 2(1).
- [6]. Harsono, S. (2017). Pengaruh Kepemimpinan, Kedisiplinan Dan Komunikasi Terhadap Kinerja Melalui Motivasi Pada Tutor Universitas Terbuka (Studi Pada Kelompok Belajar Wonosobo II UPBJJ Yogyakarta Universitas Terbuka). *Journal Excellent*, 6(1), 180-189.
- [7]. Ichsan, R. N., Surlanta, E., & Nasution, L. (2020). Pengaruh disiplin kerja terhadap kinerja pegawai negeri sipil (PNS) di lingkungan Ajudan Jenderal Daerah Militer (Ajendam)-I Bukitbarisan Medan. *Jurnal Darma Agung*, 28(2), 187-210.
- [8]. Kasmir. (2015). *Manajemen Sumber Daya Manusia*. Jakarta: PT Raja Grafindo. Persada.
- [9]. KINERJA TUTOR PADA XYZ CENTRAL. *Jurnal Ilmiah SMART*, 5(1), 143-153.
- [10]. Mamesah, dkk. (2016). Pengaruh Lingkungan Kerja, Disiplin Kerja, dan Loyalitas Kerja terhadap Kinerja Karyawan pada LPP RRI Manado. *Jurnal EMBA. ISSN 2302-1174*. 4(3). 600- 611.
- [11]. Mukhtiali, M. H., Yasin, N. A., & Nurdin, J. (2022). Effect Of Work Discipline, Motivation And Competence On Employee Performance At PT. Pelindo IV Makassar Branch. *Economy Deposit Journal (E-DJ)*, 4(1), 277-284.
- [12]. Parta, I. W. G. I., & Mahayasa, I. G. A. (2021). Pengaruh Keterampilan Kerja, Team Work, dan Motivasi terhadap Kinerja Karyawan Bagian Produksi pada Art Shop Cahaya Silver di Celuk, Gianyar. *Widya Amrita: Jurnal Manajemen, Kewirausahaan dan Pariwisata*, 1(1), 65-76.
- [13]. Riniwati, Harsuko. (2011). "Mendongkrak Motivasi dan Kinerja: Pendekatan. Pemberdayaan SDM". UB Press: Malang
- [14]. Yukl, Gary. 1994. *Leadership in Organizations*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.,
- [15]. Stoner, James AF., R. Edward Freeman., Daniel R. Gilbert, JR. (1995). "Management, 6th Edition". New Jersey : Prentice. Hall Inc.
- [16]. Siswanto, (2015), *Manajemen Tenaga Kerja Indonesia*, edisi. 2, Jakarta, Bumi Aksara
- [17]. Tongo-Tongo, Y. (2014). Pengaruh gaya kepemimpinan dan disiplin kerja terhadap kinerja anggota detasemen A peloposatuan brigade mobil kepolisian daerah Sulawesi Utara. *Jurnal Riset Bisnis dan Manajemen*, 2(4).
- [18]. Wibowo. (2011). *Manajemen Kinerja*. Edisi 5. Surabaya: Rajawali Pers