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Study Tutors' Performance at the Sanggar Kegiatan Belajar (SKB) in East Java, Indonesia: The Impact of Welfare, Resilience, and Work Motivation

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Abstract

The aim of this research is to examine how work motivation, resilience, and welfare affect the performance of tutors pursuing SKB in East Java. The study involved 119 civil servants in East Java, with a sample size of 54 determined using the Slovin formula. The findings indicate that: (1) The welfare variable had a t-count of 3.946 and a significance value of 0.000, showing a partial significant impact on performance. (2) The resilience variable had a t-value of 2.792 and a significance value of 0.011, also indicating a partial impact on performance. (3) Work motivation had a t-value of 2.455 and a significance value of 0.035, suggesting a partially significant effect on performance. Overall, the performance of tutors is significantly influenced by welfare, resilience, and work motivation.

Keywords: well-being, resilience, work motivation, performance

INTRODUCTION

Education is a key element in the progress of a nation. Knowledge is obtained through great education and subsequently utilized for the development of superior human resources. A nation can achieve a more advanced status if it possesses high-quality human resources. Therefore, it is essential for any nation to have a superior education system. Education is a systematic and intentional effort to create a learning environment and process that empowers students to develop their potential in spiritual strength, religiosity, self-discipline, character, intellect, ethical values, and the competencies necessary for themselves, society, nation, and state. "Guidance" is described as the deliberate offering of support or help to pupils by adults to aid their journey to adulthood (Avrilianda et al., 2020; Muspawi, 2020).

Sanggar Kegiatan Belajar (SKB) functions as a resource and educational center for non-formal learning initiatives. The Sanggar Kegiatan Belajar (SKB) was a regional technical implementation unit directly accountable to the directorate general of non formal education and youth guidance (now the Directorate General of PAUDNI), concerning its historical context and the rationale for its establishment at the district and municipal levels. This unit is now integrated into the directorate general of non formal education and is responsible for executing certain responsibilities of the minister of education concerning non formal education and youth. From the standpoint of responsibilities and roles, the SKB's obligations and activities have not markedly altered, although its integration into the district and city administration. Generally, these entities function as regional technical implementation units in non-formal education and are accountable to the Head of the Regency/City Education Office, as specified before their establishment (Nurhalim, 2013).

The role of a tutor is inherently connected to the discourse on learning in SKB. The term "tutors" refers to educators in SKB. A key aspect of educator management within an educational institution, evident in the transmission of knowledge to students, is the capacity of instructors to effectively manage their classrooms, establish operational learning objectives, select appropriate learning materials, employ methods aligned with learning goals, conduct educational activities, assess learning outcomes, and demonstrate additional professional competencies. This is essential to guarantee that the teaching and learning process aligns with the intended goals. Many instructors can understand the subject content; nonetheless, they frequently encounter challenges when presenting the material. This information is no longer concealed in non-formal

educational establishments. In addition to various duties, skilled teachers can foster learners' enthusiasm for education, set learning objectives, and oversee the classroom (Raharjo et al., 2021).

It requires the acquisition of skills, practice, experience, and the examination of subjects pertinent to the efficacy of the teaching and learning process. Moreover, the capacity to discern diverse pedagogical techniques is essential. Nasution, S. asserted in his work that "If the instructor lacks professional competencies in facilitating teaching and learning activities, students will encounter boredom during the educational process." Common complaints include the tutor's explanations being difficult to understand, the activities being monotonous, the learning process being exhausting, students experiencing drowsiness, and some students finding the explanations too rapid, leading to a lack of comprehension, particularly regarding complex concepts that are only grasped by the most intelligent learners.

The instructor's job is crucial for the nation's future. A tutor is a professional role that requires specialized skills. The educator is the paramount component of the education system and should be accorded the highest emphasis. This statistic will consistently serve as a strategic focal point in discussions on tutoring, as tutors are invariably linked to elements or locations within the non-formal and informal education systems. The tutor's efforts cannot be separated from the teaching process, as they significantly contribute as an educator. The efficacy of student learning is profoundly affected by every element of the systematic teaching process. The role of a tutor is sometimes seen as uncomplicated by several individuals who only witness the school vacations. Tutors are, in reality, exceedingly demanding and necessitate a substantial level of commitment. Tutors undeniably possess ongoing responsibilities, many of which require tenacity. An ailing tutor is unable of doing their duties efficiently (Ishom et al., 2021).

Meeting daily living demands is fundamental to psychological well-being. An individual is deemed to possess a high degree of psychological well-being solely when their hierarchy of life needs is fulfilled. Abbas (2003) delineates Maslow's hierarchy of human needs into five tiers: (1) physiological needs, (2) safety needs, and (3) love needs. (4) The necessity for reciprocal recognition, which includes both ethical and tangible aspects (Esteem Needs), and (5) the quest for divinity as the pinnacle of spiritual fulfillment (Self-actualization Needs). Assert that economic organization analyzes the financial behavior of households, defined as families living in the same dwelling and managing their resources collectively (Williams & Dunne-Bryant, 2006). The demand for strategic goods serves as a measure of welfare in the analysis of economic organizations within families. The ratio of spending on sustenance serves as an additional indicator of welfare. Defines welfare as a synonym for the quality of human existence, characterized by the satisfaction of fundamental needs and the actualization of life ideals (Lee, 2000). Utilize the concepts of family social health and family social welfare to describe families that can foster persons (children) who demonstrate healthy growth and development (Kalimo et al., 2003).

Social welfare as the system of benefits and services that a nation offers for assistance (Gordon, 2014). Variations in socio-cultural position and occupational specialization will lead to differing judgments of well-being, according to (Qoriah & Sumarti, 2008).

The definition of welfare varies according to several perspectives. As stated by (Anggleni, 2018), social wellbeing refers to a condition in which an individual may fulfill all their needs and sustains harmonious interactions with their environment. Social welfare includes various elements, such as the satisfaction of fundamental necessities including money, education, and health. This aligns with the concept (Adi, 2015) that welfare constitutes a condition of security, affluence, and safeguarding against any sorts of hardship, disruption, or challenge. (Ryan & Deci, 2001) assert that the satisfaction of the hierarchy of human needs is intrinsically connected to psychological well-being. As a result, folks will encounter enjoyment in their everyday lives.

The psychological well-being of individuals is enhanced by the satisfaction of their hierarchical life needs. (Ryff & Singer, 2006) assert that persons who can accept their life circumstances demonstrate positive psychological well-being. Psychological well-being is defined by the fulfillment of persons' physical and spiritual demands in their everyday pursuits. Posits in (Latifah & Chusniatun, 2017) that individuals with positive psychological well-being can accept, relish, and infuse their daily lives with meaning.The idea of utility economics is an element of social wellbeing that is either directly or indirectly linked to monetary measurement, according to (Pigou & Aslanbeigui, 2017). Welfare can be examined from two viewpoints.1) subjective well-being and 2) objective well-being (Topp et al., 2015). Characterized a prosperous individual in terms of psychological well-being as one who can cultivate positive relationships, possesses a distinct sense of purpose, demonstrates self-sufficiency, adapts to diverse environments, and exhibits self-maturity in personal development (Lei, 2010).

According to (Ryff & Singer, 2006), individuals with psychological well-being exhibit the resilience necessary to achieve their life goals, encompassing short-term, medium-term, and long-term objectives. This aligns with (Betz & Hackett, 2006) viewpoint that various factors affect an individual's choice to pursue a career as a civil servant, including: (1) personal ideals and motivation, (2) the aspiration for stable

employment and to instill faith in others towards God Almighty, (3) the intention to worship God Almighty, (4) the ambition to become a civil servant for future enhancement, and (5) commitment to oneself, family, society, nation, and state.

Pamong is a vocation that requires specialized skills. Hadari Nawawi, as referenced by (Nata & Fauzan, 2005), clarifies that "A tutor is an individual tasked with delivering in-class instruction or guidance." He further clarifies that a tutor is a professional in education tasked with aiding students in attaining their different degrees of development. The above argument clearly indicates that a tutor cannot be effective if they lack the requisite competence for the role. Specialized qualifications are essential for becoming a tutor, especially for a professional tutor who must thoroughly comprehend the intricacies of education and pedagogy, along with several other disciplines that require cultivation and development throughout a designated educational term.

The observations of honorary and non-permanent civil personnel indicate a range of complex difficulties, commencing with the comparatively extended duration of service. Several of these persons have served for a duration of 10 to 15 years. The permanent civil servants of the foundation earn monthly remuneration of Rp. 500,000.00, Rp. 400,000.00, Rp. 300,000.00, Rp. 250,000.00, and Rp. 200,000,000.00. Nevertheless, they persist in a prolonged state of depression, and their employment situation remains ambiguous. Subsequent to a protracted duration of employment while experiencing depression. This situation presents an unusual aspect: despite not being classified as civil servants (PNS), many honorary or non-permanent civil servants persist. It is particularly noteworthy that these civil servants continue to execute their fundamental duties, which encompass educating, instructing, mentoring, and steering students to become individuals who hold a profound belief in and veneration for God Almighty. (Berger, 2010) research on workplace psychological well-being indicates that individuals with psychological well-being possess a clear life direction as a goal, an aspiration for a better future, a commitment to educate and support others, and a desire for stable employment (PNS). Ryff (Aflakseir, 2012) clarifies that an individual's psychological well-being is affected by multiple elements, including their capacity to form affectionate connections, foster mutual trust, and regard the needs of others.

This study aims to determine the influence of the following factors on civil servants' performance, as previously examined by (Khairunnisa, 2014) regarding well-being, adversity quotient, and work motivation: 1) achievement motivation; 2) job satisfaction; and 3) the interaction of achievement motivation and job satisfaction. Achievement motivation (X1) and job satisfaction (X2) serve as the independent variables in this quantitative study design. The performance of public workers (Y) serves as the dependent variable. The research population consisted of 203 civil servants in Banjarmasin Tengah District, with a proportionate random sample of 134 persons selected. Instruments were utilized to gather data. The data analysis utilized multiple linear regression, incorporating assessments of reliability and validity. The viability of the regression was assessed using classical assumptions, and the analysis was conducted using SPSS 26.0. The data analysis reveals that accomplishment motivation and job satisfaction significantly influence the performance of civil officials in Banjarmasin Tengah District. The results are as follows: (1) the impact of achievement motivation on performance is 15.1%, (2) the impact of job satisfaction on civil servant performance is 15.8%, and (3) the combined impact of achievement motivation and job satisfaction on civil servant performance is 20.5%.

(Cenik et al., 2014) performed the subsequent study. This study aimed to investigate the influence of accomplishment motivation, work discipline, and adversity resilience on the professionalism of civil officials in Karangasem District, Karangasem Regency. This inquiry focused on the civil servants of state high schools in the Karangasem District, Karangasem Regency, Bali. This experiment included three independent variables and one dependent variable. The dependent variable was Civil Servant Professionalism Performance, whereas the independent factors included Achievement Motivation, work discipline, and adversity quotient. The research design incorporated regression methodologies and a correlation analysis. The sample was calculated using the Kretjie and Morgan formula, yielding a total of 106 civil servants. This study's population comprised 146 governmental servants. The samples in this study were chosen via the random sampling method.

A separate questionnaire was utilized for each independent variable, but a singular assessment was used for the dependent variable in this investigation. The data were later analyzed with simple and multivariate regression techniques. The data analysis results demonstrate that accomplishment motivation accounts for 6.94% of public servant professionalism performance, whereas work discipline accounts for 26.90% of the same performance. The efficacy of civil servant professionalism is affected by resistance to adversity, which constitutes 33.71% of the contribution. The three independent factors together explain 67.55% of the variance in civil servant professionalism performance. This indicates that the professionalism of civil servants in Karangasem District, Karangasem Regency is positively affected by accomplishment motivation, work discipline, and resistance to adversity. The author seeks to investigate "the influence of welfare, resilience, and work motivation on the performance of skb learning tutors in east java," considering

the previously described background and prior research findings.

METHOD

This investigation aimed to assess the influence of work motivation, resilience, and welfare on the performance of SKB learning instructors in East Java.The aim of this research is to determine the causal relationship among the existing variables, which will be confirmed through hypothesis testing. This inquiry aims to assess the influence of welfare (X1), diversity quotient (X2), and work motivation (X3) on the performance of SKB Pamong in East Java (Y). The researchers sought to determine the primary variables that affected the Pamong's performance.

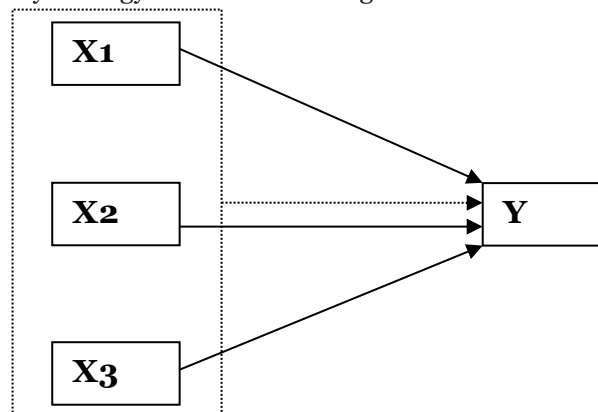The depiction of this study strategy is illustrated in Figure 1.

Figure 1. Research Design Model

The inquiry was carried out at the Sanggar Kegiatan Belajar (SKB) in East Java. This inquiry was conducted in the third week of October 2024. According to Sugiyono (2013), "Population is a generalization area comprising objects/subjects that possess specific quantities and characteristics defined by the researcher for study and subsequent conclusions."The subject of investigation is the research population, comprising 119 learning facilitators in East Java. In East Java, eighteen institutions are designated as SKB. These SKB are distributed among 38 districts and cities. A total of 54 SKB learning teachers were used to gather samples from the population utilizing the Slovin formula.The scale is a composite determined by the intensity framework of the questions. The researcher utilizes the Likert scale in this study. As stated by (Sudaryono, 2014), "The Likert scale is employed to assess the attitudes, opinions, and perceptions of individuals or groups regarding social phenomena." A validity and reliability assessment was performed before the dissemination of the questionnaire. This test is a metric that illustrates the instrument's precision and the object's accuracy being measured. An instrument is deemed valid if it accurately measures the intended expression and quantifies variable data (Nemoto & Beglar, 2014).

According to (Arikunto, 2013), "reliability denotes that an instrument is adequately dependable for use as a data collection tool due to its quality."The validity results demonstrate that all question items pertaining to the variables of Welfare, Resilience, Work Motivation, and Performance possess a rtable < rcount or error value that is less than the actual threshold of 5%. Nevertheless, three questions are deemed invalid and have been eliminated. Thus, it can be concluded that the question items are genuine and suitable for further analysis. The instrument is deemed reliable if the Cronbach's alpha value surpasses 0.6, as indicated by the reliability test results. The alpha Cronbach value for both the independent and dependent variables exceeds 0.6, as demonstrated by the table above. As a result, the variable is dependable and suitable for further analysis.

The utilized statistics are inferential. (Sutopo & Slamet, 2017) states that "inferential statistics, also referred to as inductive statistics or probability statistics, is a statistical method utilized to analyze sample data and subsequently generalize the results to the population." If the sample is obtained from a clearly defined population and the sampling method is random, this statistic is appropriate for application. To ascertain the inferential analysis, it is essential to perform a classical assumption test, encompassing normality, multicollinearity, and heteroscedasticity assessments.

RESULT AND DISCUSSION

The study's findings demonstrated that the performance of civil personnel was markedly affected by welfare.The Welfare variable (X1) underwent hypothesis testing, resulting in a t statistic of 3.946 and a

significance level of 0.000. The conclusion is that the Welfare variable (X1) exerts a partly significant influence on the Performance variable (Y), as seen by the t-test statistic exceeding the t-table value (3.946 > 2.006) and a significance level below α = 0.05.The welfare variable exhibits the highest average for item X1.2, which states, "Every day the consumption I receive is sufficient," with an average score of 4.54. This aligns with Sayogyo's thesis, as detailed in (Arisanty, 2018), which explores welfare and characterizes family welfare as an expansion of eight dimensions of equity within the growth trilogy since Repelita III. The identified approaches encompass: 1) business opportunities; 2) employment options; 3) income levels; 4) standards of food, clothing, and housing; 5) educational and health standards; 6) participation; 7) regional, village, and urban equality; and 8) legal equality.

This aligns with (Sugiharto, 2007) research, which identifies eight determinants of welfare: income, family consumption or expenditure, living conditions, living facilities, family member health, accessibility of health services, enrollment of children in school, and availability of transportation facilities. Income indicators are classified into three categories: a) elevated; b) moderate; and c) diminished. Expenditure indicators are classified into three categories: a) high; b) moderate; and c) low. The evaluation comprises five housing indicators: roof type, wall composition, home ownership status, flooring, and floor area. The five objects will be classified into three categories: a) permanent; b) semi-permanent; and c) non-permanent. Twelve indicators of housing amenities are assessed, encompassing the yard, electronic appliances, cooling systems, lighting, owned vehicles, cooking fuel, sources of clean water, drinking water facilities, methods of obtaining drinking water, drinking water sources, sanitation facilities, and the distance of sanitation facilities from the residence. Three classifications will be derived from the twelve items: a) complete, b) sufficient, and c) insufficient. The health indicators of family members are classified into three categories: a) outstanding, b) adequate, and c) deficient. The metric for assessing the accessibility of health care consists of five components: the proximity to the nearest hospital, the distance to the pharmacy, the management of medications, the cost of pharmaceuticals, and contraceptives. The five items will be classified into three categories: a) easy; b) sufficient; c) distance to school; and d) the admission procedure. The three elements will be classified into three categories: a) simple; b) sufficient; and c) difficult. The indicator of transportation accessibility includes car costs, vehicle facilities, and vehicle ownership status. The three elements will be classified into three categories: a) simple; b) sufficient; and c) difficult.

The study's findings demonstrated a notable association between wellbeing and pamong performance, as seen by the peak daily consumption response of the pamong. This aligns with the idea and results of prior pertinent research. The performance of SKB will undoubtedly enhance as the pamong achieves greater prosperity. The variable Resilience to Misfortune (X2) was evaluated against hypotheses, resulting in a calculated t-value of 2.792 and a significance level of 0.011. The Resilience variable (X2) is interpreted to have a somewhat significant effect on the Performance variable (Y), as evidenced by the t-test statistic exceeding the t-table value (2.792 > 2.006) and a significance level below α = 0.05. The resilience variable produces the most advantageous outcome in question X2.5. I take pride in my achievements, reflected in my average of 4.48. This aligns with the hypothesis (Napitupulu et al., 2007) that the adversity quotient is an individual's ability to utilize their intellect to adjust their behaviors and thoughts in reaction to hurdles and challenges that may induce suffering. The adversity quotient is the ability of an individual to face hardships. The emphasis is on an individual's capacity, both physically and psychologically, to address experienced problems or issues, notwithstanding the diversity of the aforementioned descriptions. Adversity quotient quantifies an individual's cognitive capacity when confronted with routine impediments or problems, according to (Huda & Mulyana, 2017) the adversity quotient is a mechanism that aids individuals in improving their resilience and capacity to tackle daily challenges, while steadfastly adhering to their values and goals, regardless of the situation.

The conducted research is pertinent to prior findings (Nurdin & Fakhri, 2020) individuals who view obstacles as perpetual will suffer diminished control, whilst those who regard them as readily conquerable will undergo enhanced progress. Performance and success depend on an individual's response to obstacles. The method of addressing hardship through these patterns will persist throughout an individual's lifetime. Previous theories and findings indicate that resilience to adversity is defined by the ability to autonomously address challenges, together with a sense of ownership over one's assets. This empowers individuals to persevere in any situation, consequently improving their effectiveness when employed, especially as SKB officials. The effectiveness of public workers at SKB is greatly influenced by their job motivation.The hypothesis regarding the Work Motivation variable (X3) was evaluated, yielding a computed t value of 2.455 and a significance level of 0.035. The Work Motivation variable (X3) is determined to have a significant partial effect on the Performance variable (Y), as evidenced by the t-test statistic exceeding the t-table value (2.455 > 2.006) and a significance level below α = 0.05. The respondent's highest average for this variable is in question X3.4.I can autonomously identify my areas of ignorance, with an average score of 4.50.

This aligns with the motivation theory (Hasibuan, 2012), which addresses the method of channeling

power and potential to attain designated objectives. (Khuzaimah, 2011) identifies three motivating roles.Motivation is the impetus for all actions undertaken, as it dictates the trajectory of efforts toward the desired objective. This enables motivation to guide actions and tasks that must be executed in alignment with the establishment of its objectives. It also identifies acts that are conducive to achieving the objective, while eliminating those that are detrimental to it.

The obtained results align with those of previous research by (Tua & Lubis, 2017) the primary aim of motivation is to stimulate an individual, fostering their desire and readiness to participate in a given activity, therefore facilitating the attainment of particular goals or outcomes. Based on prior theories and findings, work motivation is crucial for SKB administrators, especially regarding their initiative in problem-solving and conquering challenges. Consequently, the effectiveness of SKB administrators may also be affected by their incentive to work.

The F statistic was calculated to be 21.452 (Significance F = 0.000) as a result of the simultaneous test computation. The F-table value was 3.17 at a significance level of 5% with 3 and 50 degrees of freedom. Since Fcount exceeds Ftable (21.452 > 3.17) and Sig F is less than 5% (0.000 < 0.05), the null hypothesis (H0) is rejected. This indicates that the Performance variable (Y) is considerably affected by the combined influence of Welfare (X1), Resilience (X2), and Work Motivation (X3). The performance variable encompasses the maximum average response for question item Y.6.The tasks I undertake are effortless because they correspond with my field of competence.averaging 4.54. The variable "Welfare" possesses the highest beta coefficient, as established by the ranking of the most significant variables. This indicates that the A variable exerts a more significant influence on the Y variable.

Welfare (X1). The coefficient for the variable wellbeing (X1) is positive, signifying that performance enhances with improvements in wellbeing and diminishes with losses in welfare. The impact of the factors Welfare (X1), Resilience (X2), and Work Motivation (X3) on Performance (Y) is 41.7%. The residual influence of 58.3% (100% - 41.7% = 58.3%) is attributed to factors excluded from the regression equation or not analyzed in this study.

This aligns with the hypothesis posited by (Mangkunegara & Prabu, 2006) that performance is assessed using instruments generated through research, integrated into overarching performance metrics, and ultimately converted into essential behavioral evaluations.

Performance is governed by various variables, particularly the capacity to execute multiple tasks with available resources while aligning with organizational objectives, as supported by theory and prior research findings. The resilience of each individual and work motivation must be perpetually augmented to guarantee the ongoing enhancement of performance at the SKB Institution, executed by the pamong. Furthermore, the ability to enhance performance must be reconciled with their well-being.

CONCLUSION

The analysis results yield the following conclusions: The study's findings demonstrated that the performance of civil personnel was markedly affected by welfare.The Welfare variable (X1) underwent hypothesis testing, resulting in a t statistic of 3.946 and a significance level of 0.000. The conclusion is that the Welfare variable (X1) exerts a somewhat significant influence on the Performance variable (Y), as seen by the t-test statistic exceeding the t-table value (3.946 > 2.006) and a significance level below α = 0.05. Consequently, the efficacy of government officials will enhance if their wellbeing within the SKB is adequately preserved. A computed t-value of 2.792 with a significance level of 0.011 was derived during the hypothesis testing of the variable Resilience to Misfortune (X2). The Resilience variable (X2) is determined to have a somewhat significant effect on the Performance variable (Y), as evidenced by the t-test result exceeding the critical t-value (2.792 > 2.006) and a significance level below α = 0.05. Consequently, the efficacy of SKB officials will enhance with the successful implementation of resilience. The effectiveness of public servants at SKB is considerably influenced by job motivation.The hypothesis regarding the Work Motivation variable (X3) was evaluated, yielding a computed t value of 2.455 and a significance level of 0.035. The Work Motivation variable (X3) is interpreted to have a somewhat significant effect on the Performance variable (Y), as evidenced by the t-test statistic exceeding the t-table value (2.455 > 2.006) and a significance level below α = 0.05. Consequently, the efficacy of SKB officials' performance will enhance if their applied job incentive is conducted proficiently. The F statistic was calculated to be 21.452 (Significance F = 0.000) as a result of the simultaneous test analysis. The F-table value was 3.17 at a significance level of 5% with degrees of freedom of 3 and 50. Since Fcount exceeds Ftable (21.452 > 3.17) and Sig F is less than 5% (0.000 < 0.05), the null hypothesis (H0) is rejected. This indicates that the Performance variable (Y) is substantially affected by the combined influence of Welfare (X1), Resilience (X2), and Work Motivation (X3). the results of the ranking of the most significant variables, the variableThe variable exhibiting the highest beta coefficient is welfare. This indicates that the A variable exerts a more significant influence on the Y variable.Welfare (X1).

The coefficient for the variable wellbeing (X1) is positive, signifying that performance enhances with improvements in wellbeing and diminishes with losses in welfare. The impact of the factors Welfare (X1), Resilience (X2), and Work Motivation (X3) on Performance (Y) is 41.7%. The residual influence of 58.3% (100% - 41.7% = 58.3%) is attributed to factors excluded from the regression equation or not analyzed in this study. Consequently, the performance of SKB will enhance if its officials proficiently execute welfare, resilience, and work motivation initiatives.

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