Analysis of Educators' Work Motivation in Supporting Main Tasks of Development and Education Command of Indonesian Navy (Causal Study in Educators Group Kobangdikal, Surabaya)

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1 BACKGROUND

Indonesia is the biggest archipelagic state with at least 17,506 islands, the two-thirds of the area (70%) consists of sea waters with a coastline of 81,000 km and is located between two continents, namely Australia and Asia, and is located between two oceans, the Pacific and the Indian. Through the UN Assembly in Montego Bay about the International Law of the Sea, the principles of the principle of the archipelagic state are included in the UNCLOS 1982 (United Nations Convention on the Law of the Sea) which influences the use of the EEZ for the benefit of national welfare and development.

According to Law no. 34 of 2004 concerning the TNI, article 9, the task of the Indonesian Navy is to prepare and foster the power to uphold the sovereignty and integrity of the NKRI and protect national interests in the sea of national jurisdiction. Escorting the sea to such an extent is a heavy duty for the Navy, with such a daunting task, compared to the very limited number of naval organization of the Navy, it requires professional and qualified Navy soldiers who are able to work well, to achieve the objectives of the Indonesian Navy as mandated by law. The Navy in carrying out its role as a national defense force in the sea needs to build, shape and improve the quality of its human resources, this is done in an effort to obtain the ability and appearance of professional Navy soldiers shown by their performance, based on the soul of Sapta Marga, Sumpah Praskar and the Indonesian Navy's Trisila, in an integrated, continuous and balanced manner with provision of skills through education and assignments.¹

The Development and Education Command of the Navy (Kobangdikal) is one of the Navy's educational institutions which is the Main Command of the Development of the Navy and is directly under the Chief of Staff by having the main task of carrying out the formal Navy and non-formal education needed to improve Navy soldiers, carry out the study and development of the doctrine of marine operations and the doctrine of amphibious operations at the level of tactics as well as the study and development of general support for sea operations and tactical amphibious operations.² In order to organize the formal education of the Navy, Kobangdikal was carrying out first education (Dikma), formation education (Diktuk), general development education (Dikbangum), specialization development education (Dikbangspes), science and technology education (Dikiptek), transitional education (Dikalih) and education needed in order to improve the quality of Navy personnel.

The Navy's educational philosophy, namely "Purwa Cendekia Wusana Color Dwi", implies that every Indonesian Navy Soldier is first formed and empowered as a Sapta Marga Warrior Soldier (Purwa Color Dwi) and subsequently as a Marine War Professional soldier who is skilled in carrying out assignment (Cendekia Wusana) as a National defense force.

In more depth the philosophy means that faced with the demands and challenges of the tasks faced by the Indonesian Navy, then the education of mental and physical fitness is preferred and then competency education, which starts giving knowledge to be competent, training to be deft, assignments to be clever, experience to be smart and appreciate the tasks, functions and roles as the main force of defense of the Sea of the State so that the Indonesian Navy Soldiers are formed. In order to carry out these basic tasks various educational instruments are needed in the form of educational facilities and human resources quality in order to achieve the success of the Navy's main education task optimally.

¹ Kepala Staf Angkatan Laut, Pola Pendidikan Prajurit TNI AL, Jakarta, 2008, p.3
The main task of the Indonesian Navy’s educational institutions cannot be separated from the existence of the Navy’s education system which includes 8 (eight) aspects of education and 10 (ten) components of education. In 10 (ten) components of education, there are 2 (two) main aspects in the implementation of education, namely the availability of educators (Gadik) or in other terms called the military teacher (Gumil) and the students.

Educators as one of the 10 components of education are the dominant factor in realizing educational goals and objectives. Educators are personnel who have mastered the knowledge, skills and technology in a particular subject that is taught for the next through an educational process, transferring knowledge, skills and technology to a student/student in the military/Indonesian Navy. Students are the general designation for Pasis, Cadets, Students, and so on according to the designation that applies in each educational institution. Integration between educators and students will take place continuously in accordance with the duration of education.

Educator (Gadik) or military teacher (Gumil) in the Navy is a soldier/PNS Navy is the spearhead in the implementation of the teaching and learning process in Lemdik of Indonesian Navy, is one of the factors that greatly color the results of Kobangdikal students, both strata Officers, Bintara, or Tamtama. Educators (Gadik) are under the organizational structure of the Educator Teaching Group (Pokgadik) of the Indonesian Navy’s Educational Development Command (Kobangdikal). Thus the position of the Educator (Gadik) is very important and strategic and is the main asset of the educational institution in supporting the basic tasks of the military. Human resources (HR) educators, is a necessity in an Educational Institution.

2. EDUCATORS HUMAN RESOURCES

Human resources (HR) is an integrated ability of the mind and physical power possessed by an individual, his behavior and nature are determined by his descendants and environment, while his work performance is motivated by the desire to fulfill his satisfaction. Human resources are the most important organizational assets and make other organizational resources work. Without the availability of human resources that master the field of work, other resources will not be maximized so that it is not useful for the organization, in this case the organization of educational institutions. Human resources as one of the elements in the organization can be interpreted as humans who work in an organization. Human resources are potential assets and function as capital in achieving organizational goals. Thus, so that human resources have the potential and are able to realize existence in the organization, the human resources must be professional.

To create a professional and good quality educator, it will be achieved if the requirements as an educator are fulfilled. Some of the requirements of the teaching staff (Gadik) in general are as follows3:

a. Soul of Pancasila
b. Having good personality
c. Having good understanding
d. Have an adequate educational background in the sense that at least must have a level certificate with graduates of educational institutions where they work.
e. Master the educational science.
f. Having enough experience in certain tasks or has a service period that can be considered sufficient according to the provisions of the Navy Headquarters.
g. Having the ability to develop teaching techniques and methods
h. Having the ability to transform his/her knowledge to other people.
i. Having good educational achievements.

Thus, in carrying out the duties and responsibilities as an educator, performance can be measured. According to Malayu S.P. Hasibuan (in Yani, 2012), performance is a result of work achieved by someone in carrying out the tasks assigned to him based on skills, experience and sincerity as well as time. The performance of educators is oriented towards the quality of

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educators in carrying out their duties and responsibilities, so that they will be reflected in the level of productivity of the teaching staff towards the quality of student outcomes. Performance is the manifestation of the work of the teaching staff; therefore, performance is the output of the duties and responsibilities of an educator. One of the factors that influence the performance of educators is motivation.

3. WORK MOTIVATION

Motivation arises from the need. Human needs will be greatly influenced by feelings or desires. The weak strength of motivation will determine the strength of the behavior, movement or effort of someone to achieve the goal or realize the desire in order to meet those needs. A person whose motivation is low, then morale or attitude, behavior and work results and productivity will be low. Likewise, on the contrary, someone who has high motivation, will be seen in work morale, work results and high productivity.

According to Uno, motivation is the basic drive that moves a person to behave, this urge is in someone who moves to do something in accordance with the encouragement in him. Motivation is a process in which needs encourage a person to carry out a series of activities that lead to the achievement of a particular goal, or can be interpreted as the strength (energy) of a person that can cause the level of enthusiasm in carrying out an activity, so motivation according to Sondang P Siagian (2009 : 294), can be divided into two main parts, namely:

a. Motivation that comes from the inside (Intrinsic Motivation)
   1) one's perception about themselves;
   2) pride;
   3) personal wishes;
   4) needs;
   5) wants;
   6) work satisfaction; and
   7) work achievement.

b. Motivation that comes from the outside (Extrinsic Motivation).
   1) job's type and character;
   2) working group where someone joins;
   3) working place;
   4) environment in general; and
   5) applicable reward system and the implementation.

Motivation that comes from within a person or internal motivation (Intrinsic Motivation) has two elements, namely in the form of the drive to do (Need) and the goal or goal (Motive) that will be directed by the action. These two elements (thrust and goals) that make someone want to do activities and at the same time achieve what is desired through these activities (Motivation). The two elements cannot be separated, because if one element does not exist then an activity will not arise. According to Sri Mulyani Martiah (1982) in Sahlan Asnawi (2007) The sources of work motivation include the opportunity to develop, the type of work done, and the feeling of being proud of being part of an organization where someone works. In addition, work motivation is also influenced by feelings of security in work, fair and competitive salary, pleasant work environment, appreciation for work performance, and fair treatment from the leadership.

4. EDUCATOR’S WORKING MOTIVATION IN SUPPORTING KOBANGDIKAL’S MAIN TASK.

Kobangdikal as one of the Navy’s educational institutions is the “Chandradimuka Crater” for Navy soldiers, where Kobangdikal carries a heavy duty to give birth, form and print sea-going soldiers in accordance with the vision of the world-class Navy. The implementation of

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4 ADIE E. YUSUF, Pengaruh Motivasi Terhadap Peningkatan Kinerja, https://teknologikinerja.wordpress.com/2008/05/06/pengaruh-motivasi-terhadap-peningkatan-kinerja/ diakses 10 maret 2016 jam 09.45
5 Hamzah B. Uno, 2012, Teori Motivasi dan Pengukurannya, Jakarta, Bumi Aksara, hal 1
basic military tasks is very closely related to student outcomes and the active role of educators in teaching, training, guiding and caring for soldiers or prospective Navy soldiers who are undergoing education, from the Tamtama, Bintara level. TNI AL officers and civil servants. Kobangdikal (Gadik) educators in carrying out their duties and responsibilities organizationally are in the container of the Kobangdikal Teaching Force (Pokgadik), which is a supporting element of the leadership and staff at the Mako Kobangdikal level which is in the fields of teaching, training, mentoring and parenting, as well as quality control / quality in the field of teaching, training and guiding students.\(^6\)

In accordance with the 2016 Personil Composition List (DSP) the number of personnel in Pokgadik was 31 people 7 (Seven) including structural positions, however, in reality the current condition of the list of real personnel is 51 Gadik consisting of 28 Main Gadik, 15 Gadik Madya, 7 Young Gadik and 1 Primary Gadik. Where are the main Gadgets with the rank of colonel, Middle Gadik with the rank of Lieutenant Colonel, Major-ranking Young Gadgets as well as Captain / PNS ranks. From the number of real Gadik 51 people, (except 7 (Seven) structural officials according to DSP-2016), the other teachers are outside formation positions (LF).

### Tabel 1

**Rekapitulasi Jumlah Gadik Mengajar TA 2018**

<table>
<thead>
<tr>
<th>NO</th>
<th>PANGKAT</th>
<th>JABATAN</th>
<th>JUMLAH</th>
<th>STRATA DIIK</th>
<th>MENGAJAR</th>
<th>JAKER/BKO</th>
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<tbody>
<tr>
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<td>SMA</td>
<td>S1</td>
<td>S2</td>
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</tr>
<tr>
<td>1</td>
<td>COLONEL</td>
<td>GADIK UTAMA</td>
<td>28</td>
<td>7</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>LETKOL</td>
<td>GADIK MUDA</td>
<td>15</td>
<td>9</td>
<td>9</td>
<td>12</td>
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<tr>
<td>3</td>
<td>MAJOR</td>
<td>GADIK PRATAMA</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>CAPTAIN</td>
<td>GADIK MUDA</td>
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<td>1</td>
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<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>51</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sumber:** Data Personel Gabungan Tahun 2018 (Diolah panas).

The Outer Formation Main Academic Position is the Colonel who has an outside formation position with 9 (nine) class positions, which are not listed in the organizational structure of the Kobangdikal Teaching Staff Group.

### Tabel 2

**Contoh Peringkat jabatan/ kelas jabatan Gadik LF di Pokgadik Kodiklatal**

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>PANGKAT KORPS</th>
<th>SKEP JABATAN</th>
<th>JABATAN</th>
<th>KELAS JABATAN</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sri Narayani, LIA</td>
<td>Kol Laut (K/H/II)</td>
<td>ST. 42 / 2016, Tgl. 20-4-2016</td>
<td>Gadik Utama LF</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Sri Konda, LIA</td>
<td>Kol Laut (K/H/II)</td>
<td>ST. 42 / 2016, Tgl. 11-5-2016</td>
<td>Gadik Utama LF</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Sri Kenna, LIA</td>
<td>Kol Laut (K/H/II)</td>
<td>ST. 42 / 2016, Tgl. 11-5-2016</td>
<td>Gadik Utama LF</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Sri Kopia, LIA</td>
<td>Kol Laut (K/H/II)</td>
<td>ST. 42 / 2016, Tgl. 11-5-2016</td>
<td>Gadik Utama LF</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Sri Kirti, LIA</td>
<td>Kol Laut (K/H/II)</td>
<td>ST. 42 / 2016, Tgl. 11-5-2016</td>
<td>Gadik Utama LF</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Sri Kup, LIA</td>
<td>Kol Laut (K/H/II)</td>
<td>ST. 42 / 2016, Tgl. 11-5-2016</td>
<td>Gadik Utama LF</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Sri Kima, LIA</td>
<td>Kol Laut (K/H/II)</td>
<td>ST. 42 / 2016, Tgl. 11-5-2016</td>
<td>Gadik Utama LF</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>Sri Sinh, LIA</td>
<td>Kol Laut (K/H/II)</td>
<td>ST. 42 / 2016, Tgl. 11-5-2016</td>
<td>Gadik Utama LF</td>
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<tr>
<td>9</td>
<td>Sri Subina, LIA</td>
<td>Kol Laut (K/H/II)</td>
<td>ST. 42 / 2016, Tgl. 11-5-2016</td>
<td>Gadik Utama LF</td>
<td>6</td>
</tr>
</tbody>
</table>

**Sumber:** Data Perguruan Tinggi Kedinasan (diolah panas).  

The Outer Formation Main Academic Position (LF) with the 9th class is a unique position, considering that in other Navy education institutions (Seskoal, STTAL and AAL) there is no position outside the Colonel (LF) with class 9 positions (See table 3).

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This condition causes the main motivation outside the formation of the teacher, has decreased so that it has a systemic impact on the decline in performance of teachers. It was delivered to the teachers team leader, Kol Laut TS, as the interview result below:

"Yes, it takes effect. It’s mainly the motivation, but as long as they think positively, their works remain good."

Indicators of decreasing performance of Gadik can be seen in daily activities, decreased interest and teaching activities, lack of scientific and academic results compiled by Gadik, lack of self-development and community service activities, besides the lack of pedagogical skills and mastered scientific insights in the field of study. (See table 1), there are Gadik who have not been AA certified who are not actually qualified to teach.

The implications of the weakening motivation of the main educators (formation) outside the formation and other officers who are placed as educators, will further weaken the image of educators (Gadik) in the Indonesian Navy Educational Institution, which has been synonymous with the assumption that the position as educators is a position which is not strategic, and tends to be underestimated as a non-class position. Such a small assumption will be an obstacle to the implementation of the basic tasks of Kobang when preparing professional Navy personnel.

The Outer Main Gadgets This formation is the Navy Personnel who bears the rank of Colonel and has long served the Navy, of course expecting an award that is equal to the service that has been given. Acceptance of awards in accordance with the services provided, of course, will directly maintain or maintain one's motivation. Position and class positions that are not in

**Tabel 3**

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAAMA</th>
<th>SINGKATAN CORPS</th>
<th>DASAR JABATAN</th>
<th>JABATAN</th>
<th>KELAS JABATAN</th>
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<tr>
<td>1.</td>
<td>S.</td>
<td>Kol Laut (NL)</td>
<td>ST/073/2016 TGL. 02-06-2016</td>
<td>Sistem Non</td>
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<tr>
<td>2.</td>
<td>S.</td>
<td>Kol Laut (ES)</td>
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</tr>
<tr>
<td>3.</td>
<td>S.</td>
<td>Kol Laut (EL)</td>
<td>ST/073/2016 TGL. 02-06-2016</td>
<td>Sistem Non</td>
<td>3</td>
</tr>
</tbody>
</table>

**Sumber:** Data Pendidik Kodikal 2013 (Dokter penulis)

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<table>
<thead>
<tr>
<th>NO.</th>
<th>SAKARER</th>
<th>YG BANYAK KUALIFIKASI QODR</th>
<th>YG BANYAK KUALIFIKASI QODR</th>
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<tr>
<td></td>
<td>PAMEN</td>
<td>PAMAH</td>
<td>BA</td>
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<td>LTY</td>
<td>KOL</td>
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<tr>
<td>1.</td>
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<td>Kol Laut (NL)</td>
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<tr>
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<td>S.</td>
<td>Kol Laut (EL)</td>
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</table>

**Sumber:** Data Pendidik Kodikal 2013 (Dokter penulis)
accordance with the rank held will affect the decline in the work motivation of the teacher concerned, so that the motivation of the teacher concerned will be affected in carrying out his work. A further consequence is reduced performance.

The expected condition in achieving basic military tasks is if there is a synergy of transfer of knowledge from an educational program that runs well between educators (students / gumil) to students, with optimal results. Concrete efforts to improve and maintain consistency in carrying out optimal performance from the teaching staff are expected to be able to produce professional student results, as a guardian of the Integrated Fleet Weapon System (SSAT).

5. CONCLUSIONS
One of the factors that strongly coloring the results of Kobangdikal students, both the officers, Bintara and Tamtama strata, is the Educator. Educators (Gadik) or Military Teachers (Gumil) are the spearheads in the implementation of the teaching and learning process in the TNI Navy (Kobangdikal). But it is very ironic because the position of the educator (Gadik) or the military teacher (Gumil), in general is considered to have less appreciation and tends to be underestimated, as a non-class position when compared to other structural positions in the Navy's organization. The paradigm is very contrary to the basic tasks of the Indonesian Navy's Development and Education Command (Kobangdikal) which are required to produce a world-class figure of Indonesian Navy soldiers as a guardian of the Indonesian Navy's organization. There needs to be concrete efforts to improve and maintain consistency in carrying out optimal performance from the teaching staff, thus it is expected to be able to print professional student results, as a guardian of the Integrated Fleet Weapon System (SSAT).

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