

# Inhibiting and Supporting Factors that Influence Caregiver Performance

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**Abstract.** *The Institute of Public Administration (IPDN) is a civil service educational institution that aims to form cadres of state civil servants with integrity, discipline, and professionalism. As a long-term government effort to support bureaucratic reform, IPDN provides free education to selected cadets, who after graduating are immediately appointed as civil servants. This study aims to evaluate the performance of caregivers, especially Kasat Dharma, in forming the personality of cadets at IPDN South Sulawesi Campus. This study uses a descriptive qualitative approach, with data collection methods through semi-structured interviews, observation, and documentation. Informants were determined through purposive sampling techniques that included caregivers, cadets, and campus structural officials. The results of the study showed that the performance of Kasat Dharma was quite good in terms of coaching, although there were still obstacles in interpersonal communication and coordination between units. Based on Herzberg's two-factor theory, it was found that supporting factors for Kasat Dharma's performance include intrinsic motivation such as moral responsibility, pride in the results of coaching, and high dedication. Meanwhile, inhibiting factors include the limited number of caregivers, minimal training, lack of supporting facilities, and a less than optimal coordination system. The combination of these two factors affects the stability and effectiveness of the overall performance of caregivers. Therefore, improving the work environment and strengthening the support system needs to be done in order to maintain and improve the performance of caregivers in a sustainable manner.*

**Keywords:** *IPDN, Caregiver, Head of Dharma Unit, Civil Servant Personality, Performance Evaluation*

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## INTRODUCTION

According to Maryati (2019), the parenting section is the most important part in shaping the personality and behavior of Praja. The success of the parenting pattern is highly dependent on the performance of the Caregiver so that Caregivers are required to remain professional in carrying out their main duties (Schofield et al., 2013). Praja undergo education for 4 (four) years with different stages and parenting processes in personality formation (Henny et al., 2021).

The stages of parenting as regulated in the Decree of the Minister of Home Affairs Number 157 of 2004 concerning Guidelines for Parenting Praja consist of Cultivation for Young Praja or what is now known as Praja Pratama, Growth for Madya Praja or what is now known as Praja Muda, Development for Nindya Praja or what is now known as Praja Madya and Maturation for Wasana Praja or what is now known as Praja Utama.

Conceptually, the parenting system applied is an integrated parenting system involving three components, namely: Campus, Family, and Community (Kaloh, 2021). Parenting methods include the "among asuh" method (mutual sharpening, mutual love and mutual care) by applying

the principles of Ing ngarso sungtolodo, Ing madyo mangun karso and Tut wuri handayani. Parenting of students uses instruction techniques, persuasion, giving trust and responsibility, giving rewards and punishments, and being an example (Marfuah & Sukirman, 2020).

Align with research from Yolanda (2021), a caregiver is required to be able to play many roles in dealing with students, namely as a parent, teacher, trainer, friend, and even as an older sibling. The author has conducted pre-research, seeing that in recent times there have been several complaints from both Purna Praja and non-Purna Praja who work in local government and those who work in central government.

The complaint concerns the attitude and behavior of civil servants while on leave and also several newly graduated civil servants who have been placed in regional governments in the recent period (Alawiyah, 2018), several newly graduated civil servants who have been placed in areas other than their hometowns have been reported to often be absent from the office, not only that, several civil servants who are currently in education are also subject to disciplinary sanctions which make them have to be detained/demoted or even expelled from education or what is commonly known as being fired.

IPDN is one of the government's long-term efforts to form ASN cadres who are disciplined and have integrity, this is also in line with achieving bureaucratic reform (Kelibai & Sujanto, 2018). Given that those who pass to carry out Education at IPDN have gone through a series of very strict and competitive tests both in terms of intellectual ability, physical condition and skills, even those who pass IPDN or who are commonly referred to as Praja are not charged a penny either when they register as Prospective Praja or while they are carrying out their Education later at IPDN Jatinangor Campus or commonly known as Lembah Manglayang, the crater of the candra in front of the young civil servants.

They are funded by the state for 4 years of education, both from learning facilities, housing, clothing, and food. And after they graduate, they will be immediately appointed as Civil Servants with the rank and class of Penata Muda III/a. So of course there are very high hopes from all elements, both government and society, for the Praja later, both while they are undergoing Education and after they work later.

## **METHODS**

This study uses a qualitative approach with a descriptive type. This approach was chosen to understand and describe in depth the evaluation of the performance of caregivers in the formation of student personalities at the IPDN South Sulawesi Campus. The purpose of this approach is to gain a holistic understanding of the social phenomenon being studied, not to measure the relationship between variables as in the quantitative approach. As explained by Nuryana (2019), qualitative research seeks to understand the phenomena experienced by the subject in a comprehensive and meaningful manner. This research was conducted at the IPDN South Sulawesi Campus, Gowa Regency, with a focus on a case study of the Praja Muda care unit. The selection of this location was considered based on efficiency of time and energy, with the research implementation time taking place from January to April 2025. The types of data used in this study consist of primary and secondary data (Sunnyoto, 2016). Primary data were obtained through semi-structured interviews with key informants, such as caregivers, students, and campus structural parties. While secondary data were obtained from various documents, reports, archives, and regulations relevant to the development of student personalities. Data collection techniques used include semi-structured interviews to explore information in depth and openly, direct observation of interactions between caregivers and students, and documentation as a complement to interview and observation findings. Informants were selected using purposive sampling techniques, namely based on certain criteria according to the research objectives (Dwiputra, 2021). Informants consisted of caregivers, cadets, and campus structural officials who understood the coaching process, with the identities of some informants kept confidential to maintain ethics and comfort in the research.

## Data Analysis Techniques

Data analysis was carried out through the process of data reduction, data presentation, and drawing conclusions, as stated by Amalia (2017). To maintain data validity, source triangulation techniques were used, namely by comparing and confirming data obtained from various sources and methods. According to Saadah (2002), triangulation is a strategy to check the consistency of findings through various data collection techniques and different perspectives.

## RESULTS AND DISCUSSION

IPDN is one of the components within the Ministry of Home Affairs that carries out the task of organizing Higher Civil Service Education (Risya & Seran, 2023). In carrying out the task of organizing Higher Civil Service Education, IPDN is strongly committed to producing high-quality graduates who are ready to carry out their duties as State Civil Apparatus who will be placed throughout the territory of the Unitary State of the Republic of Indonesia. In an effort to produce high-quality graduates, IPDN has developed a teaching, training and fostering education system that is a characteristic of Higher Civil Service Education. One of the educational subsystems at IPDN that is a special characteristic and distinguishes it from other universities is the pattern of fostering IPDN students.

### Factors Affecting Caregiver Performance at IPDN South Sulawesi Campus

Performance does not always run smoothly as expected, problems often arise in the process (Chui & Rangarajan, 2003). Overcoming the problem of poor or less than optimal performance is a challenge for both the organization and the leader itself. As mentioned in the previous chapter, there are 2 (two) factors that can affect employee performance according to Herzberg, namely supporting and inhibiting factors (Fachry & Witono, 2024).

#### Supporting Factors

According to Daryanti (2013), performance supporters are related to the content of the job (intrinsic). If fulfilled, it will increase a person's motivation and performance, for example: achievement (success in completing tasks), recognition (appreciation for performance and contribution), the job itself (interesting, challenging and meaningful), responsibility (given the trust to make decisions), opportunities to develop (promotion and career advancement), personal growth (opportunities to learn and develop). Based on the results of interviews, direct observations, and documentation conducted by researchers, the following data were obtained. The results of interviews with several dharma heads stated:

*"I feel very motivated when the students succeed in achieving the goals we set. Our success is when the students succeed. Especially when I see students who initially had difficulties but eventually became independent."*

*"I feel very proud when the students I coach become more disciplined and responsible. That is a personal satisfaction for me."*

Several cadets said the same thing,

*"I feel appreciated when the dharma chief praises and encourages us after the activity, this increases my self-confidence."*

*"Some dharma chiefs do seem very enthusiastic in guiding us, they often give motivation and full attention."*

Then from the perspective of the superior, saying that:

*"Kasat dharma who have personal motivation in developing cadets tend to show better performance, they feel they have a bigger purpose than just a job."*

*"We see that there are Kasat dharma who work not only because of obligation, but truly have a moral commitment to shape the character of cadets."*

Based on the statement above and strengthened by direct observation of the researcher, it was found that most of the Kasat Dharma showed high intrinsic motivation, especially related to job satisfaction, achievement, recognition, responsibility, and personal growth. In this case, Kasat Dharma felt proud and appreciated when the cadets showed positive development, Kasat Dharma felt proud to be able to contribute directly to the formation of the cadets' character and Kasat Dharma had moral responsibility, not only carrying out formal obligations. These results indicate that motivators are a crucial aspect in building the performance of Kasat Dharma who are consistent, dedicated, and proactive in fostering cadets.

### ***Inhibiting Factors***

Align with research from Azzahra & Sumantri (2024), performance barriers are related to the work environment (extrinsic). If not met, it will cause dissatisfaction, but if met, it does not automatically increase motivation, for example: salary (inadequate can reduce motivation), working conditions (uncomfortable environment), company policies (unclear or unfair), interpersonal relationships (conflicts with superiors or coworkers), job security (uncertainty can cause stress), supervision (poor leadership weakens performance) (Lestari, 2016). Based on the results of interviews, direct observations and documentation conducted by researchers, the following data were obtained. The results of interviews with several dharma heads stated that:

*"Sometimes we are not involved enough in capacity building training. In fact, the demands of the task are increasingly complex."*

*"We are sometimes constrained to be present on time because there is no adequate caretaker's dormitory, currently we are given a room that is connected to the civil servant dormitory, while we already have a family so it is not possible to live in the dormitory with our family."*

*"We often experience difficulties because the facilities are not supportive, the training room is often too small and uncomfortable. This sometimes lowers our spirits."*

Then, based on the results of the interview with the cadets, it was stated that:

*"Some of the dharma chiefs looked tired and lacked focus during the training, perhaps because they lacked time to rest or had too many tasks."*

*"We often saw empty posts and we rarely saw the complete dharma chief at one time, perhaps because he was busy outside, but he still paid attention to us."*

Based on the statement above and strengthened by direct observations of researchers, it shows that there are various complaints or deficiencies related to the work environment, managerial systems, and facilities. According to Bahri & SE (2018), that hygiene factors do not directly increase job satisfaction, but when not met, they actually cause dissatisfaction. This is in line with the data obtained by researchers where several Kasat Dharma felt they had lost their enthusiasm or enthusiasm because they were not supported by an adequate work environment.

The two factors above complement each other where supporting factors encourage enthusiasm and dedication while inhibiting factors create comfort and stability in working. When supporting factors are high but inhibiting factors are low, there will be an imbalance in the performance of Kasat Dharma. Therefore, related parties need to pay attention to both aspects in a balanced manner so that Kasat Dharma's performance remains optimal and sustainable.

### **CONCLUSION**

Supporting factors, commitment and dedication of the head of the Dharma Unit, systematic discipline in IPDN, coordination with other sections, availability of coaching programs and activities and supporting facilities. Inhibiting factors, lack of training of the head of the Dharma Unit, limited number of caregivers, less than optimal coordination, minimal facilities.

## SUGGESTION

Expansion of coaching activities, coaching activities need to be more varied and even and involve all Kasat Dharma so that the formation of the character of the cadets becomes more comprehensive and consistent. Strengthening coordination, a better coordination system needs to be formed between caregivers. Increasing the participation of cadets, a more participatory approach is needed so that cadets are not only objects of coaching, but also active subjects in forming their personalities.

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