

Implementation of Instructor Professional Program for Increasing Instructor Competency Improvement (*Cave Rescue*) Basarnas Education and Training Center

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Abstract: Teaching staff or better known as instructors within the scope of the Education and Training Center are the frontlines who are the benchmark for success in developing employee competencies. Therefore, instructors need continuous competency development as public servants. Competency development is accommodated through a proficiency program tailored to training needs. On the other hand, competency development is also an ASN's right as stipulated in Law No. 25 of 2014 concerning State Civil Apparatuses. The purpose of this study was to analyze the implementation of the instructor's proficiency program in order to increase competence in the field of *cave rescue* which was carried out using a descriptive method through a qualitative approach referring to the Tyler model. The results of the program achievement analysis referred to the Tyler model explaining that the proficiency program for increasing the competence of instructors in the field of *cave rescue* can be achieved well, but continuous repetition is needed as a measure of the absorption of learning understanding. This is also evidenced by the increase in technical competency after completing the program.

Keywords: Program Implementation, Instructors, Cave Rescue.

Introduction

Education and training for Civil Servants or hereinafter known as Education and Training as rights and opportunities attached to civil servants as public servants. Civil servants in various position formations need to be accommodated for the development of their competencies to meet the needs of the community regarding the performance provided. This is also in line with Government Regulation Number 101 of 2000 which explains that "Education and Training for Civil Servants, hereinafter referred to as Training, is the process of organizing teaching and learning in the context of improving the capabilities of Civil Servants.

On the other hand, the development of ASN competencies must be adjusted to the needs, both ASN needs and the needs of the community. This is because the duties and functions of ASN are

actualized in their performance as public servants. Aside from being a public servant, ASN also has duties and functions as a government administrator. The president as the holder of executive power in government and ASN as the implementer. Thus, to provide quality public services in fulfillment as government implementers, it is necessary to develop competence for ASN.

President Joko Widodo through his policies in establishing five super priority areas, where one of them is the Special Region of Yogyakarta. Yogyakarta has various types of tourist destinations. One of the tourist destinations that attracts the public is Goa Exploration Tourism. However, in this type of tourism, based on reports from the public, there are many accidents. Therefore, competency development is needed for SAR personnel which is facilitated through the role of Training Centers and instructors.

Instructors under the auspices of the Education and Training Center have the duties and functions of implementing and developing job training. As stated in PERMENPAN-RB Number 82 of 2020 concerning Functional Positions of Instructors that job training is a whole activity to provide, obtain, improve, and develop work competence, productivity, attitude discipline and work ethic at a certain level of skill and expertise according to level and qualifications position or job. Therefore, it is important to support the competence development of instructors in order to improve their performance in providing teaching in training programs. Thus, the achievement of learning can be accommodated along with the fulfillment of public needs, especially in the search and rescue sector.

One of the efforts to facilitate the development of instructor competencies is through a competency improvement program and measuring the effectiveness of the program is the focus of researchers for further review in this study. On the other hand, the measurable results can also be a benchmark for program achievement and a form of evaluation as an effort to improve training programs in the future. Thus, researchers are interested in researching the subject of **"Implementation of the Instructor Proficiency Program to Improve the Competence of Instructors (Cave Rescue) Basarnas Education and Training Center"**.

Research Method

This research uses a qualitative method with a descriptive-informative approach, namely an approach taken to find out the description and/or condition of a thing by describing it in as much detail as possible based on the facts.

Result and Discussion

The proficiency program is a training program that is packaged with the aim of increasing ASN

competence, especially for the formation of instructor positions. Instructors as cogs in determining the quality of training in the future, of course, require a program that can provide facilities in developing their competencies in a sustainable manner. As stated in Article 1 Paragraph (9) which states that "Functional Officer Instructors, hereinafter abbreviated as Instructors, are civil servants who are given full duties, responsibilities, authorities and rights by authorized officials to carry out activities related to the implementation and development of training". Thus, the rights and opportunities for developing instructor competencies related to the objectives of implementing and developing training are attached to instructor formation.

Previously, the implementation of this proficiency program was also based on community needs. As the researchers have explained and the background of this research, one of the policies that President Joko Widodo launched is related to five super priority tourist destinations, the determination of these five super priority tourist destinations is expected to be an attraction for tourists and improve the economy and a better life for the people surrounding. An increase in tourists will have an impact on improving the transportation sector, the economy and other sectors. The National Search and Rescue Agency as an agency responsible for search and rescue needs to anticipate the possibility of accidents occurring in these five tourist destinations. Yogyakarta is one of the areas that is a super priority destination and one of the types of tourism is caves. Thus, the anticipation of accidents on cave tourism is in the spotlight.

The proficiency program for increasing instructor competence in the field of *cave rescue* is an important scourge and has been implemented on 11-15 July 2022. Each instructor who participates in training is provided with both knowledge and skills. The following is a schedule of instructor proficiency activities to improve the quality of SAR (*Cave Rescue*);

Table 1. Schedule of Instructor Proficiency Program for Competency Improvement of Instructors (*Cave Rescue*).

H.1 Monday, 11 Juli 2022			
NO.	WAKTU	MATERI	INSTRUKTUR
1	08.00 - 18.00	PARTICIPANT REGISTRATION	COMMITTEE
2	19.30 - 20.30	COURSE INTRODUCTION	COORD. ORGANIZER/ INSTRUCTOR
3	20.30 - 21.30	GROUP DIVIDING	COORD. ORGANIZER/ INSTRUCTOR
H.2 Selasa, 12 Juli 2022			
NO.	WAKTU	MATERI	INSTRUKTUR
	07.00 - 08.00	SARAPAN PAGI	PANITIA
1	08.00 - 08.30	OPENING	
2	08.30 - 09.00		KABALAI
	09.00 - 09.15	BREAK	
3	09.15 - 10.15	Pre Test	
	10.15 - 11.15	Introduction to Speleology	
	11.15 - 12.15	Moral Ethics for Searching in Cave	
	12.15 - 13.00	ISHOMA	PANITIA
4	13.00 - 14.00	Risks/ Dangers of Searching Acintyacunyata	Acintyacunyata Spelological Club
	14.00 - 15.00	Browsing Management	
	15.00 - 15.30	BREAK	PANITIA
	15.30 - 16.30	TPGH	
5	16.30 - 17.30	TPGV	Acintyacunyata Spelological Club
6	17.30 - 19.30	ISHOMA	Acintyacunyata Spelological Club
7	19.30 - 20.30	Basic Vertical Rescue Dasar	Acintyacunyata Spelological Club
8	20.30 - 21.30	Management of Cave Rescue	Acintyacunyata Spelological Club
9	21.30 - 22.30	Rigging	Acintyacunyata Spelological Club
10	22.30 - 23.30	Post Test	Acintyacunyata Spelological Club
H.3 Rabu, 13 Juli 2022			
NO.	WAKTU	MATERI	INSTRUKTUR
	06.00 - 07.00	SARAPAN PAGI	PANITIA
1	08.00 - 09.00	Go to The Cave	
2	09.00 - 10.00	Cave Introduction	Acintyacunyata Spelological Club
	10.15 - 10.30	BREAK	PANITIA
	10.30 - 11.30	Sda	
3	11.30 - 12.30	Helping victims in Vertical Cave	ASC dan TIM INSTRUKTUR
	12.30 - 13.30	ISHOMA	PANITIA
	13.30 - 14.30	Helping victims in Vertical Cave	ASC dan TIM INSTRUKTUR
4	14.30 - 15.30	Helping victims in Horizontal Cave	
	15.30 - 16.00	BREAK	PANITIA
	16.00 - 17.00	Helping victims in Horizontal Cave	ASC dan TIM INSTRUKTUR
5	17.00 - 18.00	Back to Hotel	
H.4 Kamis, 14 Juli 2022			
NO.	WAKTU	MATERI	INSTRUKTUR
	07.00 - 08.00	SARAPAN PAGI	PANITIA
1	08.00 - 09.00	Group Discussion	TIM INSTRUKTUR
	09.00 - 10.00	Sda	
	10.00 - 10.15	BREAK	PANITIA
	10.15 - 11.15	sda	
	11.15 - 12.15	sda	TIM INSTRUKTUR
	12.00 - 13.00	ISHOMA	PANITIA
2	13.00 - 14.00	Presentation Result of Discussion	TIM INSTRUKTUR
	14.00 - 15.00	Sda	

	15.00 - 15.30	BREAK	PANITIA
	15.30 - 16.30	Sda	
	16.30 - 17.30	Sda	TIM INSTRUKTUR
H.5 Jumat, 15 Juli 2022			
NO.	WAKTU	MATERI	INSTRUKTUR
	07.00 - 08.00	SARAPAN PAGI	PANITIA
1	08.00 - 09.00	Conclusion	TIM INSTRUKTUR
	09.00 - 10.00	Sda	
	10.00 - 10.15	BREAK	
2	10.15 - 11.15	Closing	PANITIA
3	11.15 - 12.15		
4	12.00 - 13.00	ISHOMA	
5	13.00 - 14.00	Go to Jakarta	PANITIA

Referring to the table above and based on the program that has been implemented, the researchers evaluated the implementation of this proficiency program by also referring to the training program evaluation model put forward by Ralph Tyler. He introduced the stages in analyzing the evaluation of the implementation of a training program in 1933-1949 and published in the book "*Basic Principles of Curriculum and Instruction*" which consists of four fundamental aspects and researchers associate with the implementation of the instructor proficiency program to increase the competence of instructors (*Cave Rescue*). namely as follows;

1. What educational purpose should the school seek to attain? (Objectives)

The purpose of the analysis at this stage is to correlate the expected goals and achievement of the goals after the implementation of the training program. At this stage it is also analyzed related to the implementation of the training program with the needs of the training participants and the needs of the community.

The instructor proficiency program in improving *cave rescue* has several objectives, namely (a) Training participants can learn about the Introduction to *Cave Rescue*, (b) Training participants can understand the Ethics and Morals of Cave Searching, (c) Training participants can understand about Search Techniques Caves, (d) Training participants can find out about the Dangers of Exploring Caves, (e) Training participants can understand Cave Mapping, and (f)

Training participants can understand Rigging Techniques.

In the implementation of the *cave rescue* that was carried out, it accommodated all the learning objectives that the researchers described earlier. Training participants are given the opportunity to achieve learning objectives, both in cognitive, affective, and psychomotor aspects with various learning models and learning media assistance provided. Thus, the learning objectives in this training can be achieved. However, *treatment* to maintain and increase the level of understanding of training participants.

2. What educational experiences are likely to attain these objectives? (Selecting Learning Experience)

The selection of learning experiences obtained by training participants in this stage refers to general principles in selecting and determining learning experiences including (a) Participants' learning experiences must be in accordance with the goals to be achieved, (b) Learning experiences must provide satisfaction for participants, (c) The learning experience must be in accordance with the participants' current reach, (d) The learning experience can be used to achieve the same educational goals, and (e) The same learning experience can produce several different results or goals.

The learning experience gained from the implementation of this program equips participants not only with understanding related to teaching information, but also with developing thinking skills, developing social attitudes, and

helping trainees to develop interests related to *cave rescue*. This is because besides getting classical learning indoors, participants are also given the opportunity to practice *cave rescue* in the original terrain in two types of caves, namely vertical caves and horizontal caves. The following is the documentation when the participants carried out the tracing practice vertical and horizontal caves;

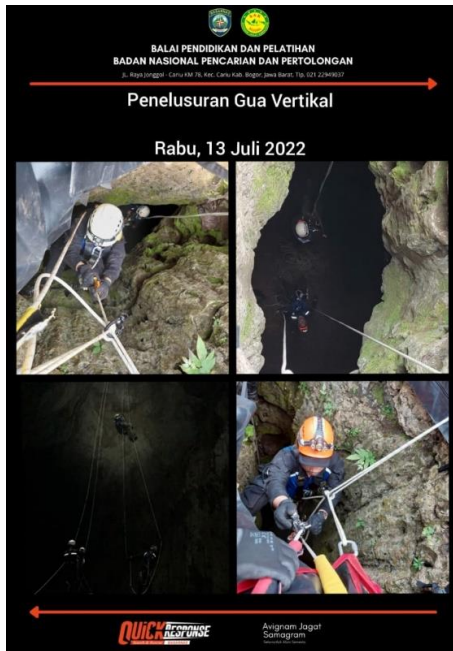


Figure 1. Vertical Cave Rescue.



Figure 2. Vertical Cave Rescue



Figure 3. Horizontal Caving and Hazard Identification.

Thus, the learning experience provided to the participants has been applied to the learning experiences received by the participants.

3. How can these educational experiences be organized effectively? (Organizing Learning Experiences)

At this stage the highlight is how learning experiences are packaged to achieve the learning objectives of the training program. There are two types of organizing learning experiences, namely vertical and horizontal organizing. Organizing learning experiences vertically is connecting learning experiences in the same study at different levels. Meanwhile, the organization of horizontal learning experiences is connecting learning experiences in one study at the same level. Therefore, the criteria for effective organizing must be continuous, contain *sequences*, and be integrated.

The implementation of this training program organizes the participants' learning experiences horizontally. This is because there are two types of caves that are used as learning infrastructure, namely horizontal caves and vertical caves. These two types of caves, especially in vertical caves, studies in the field of HART (*High Angle Rescue Technique*) are also applied in active learning practices. Thus, there is a link between learning

experiences in two different studies, but at the same level.

4. How can we determine whether these purposes are being attained? (Assessment and Evaluation)

The achievement of learning objectives that have been implemented in this proficiency program is measured through a discussion process. This discussion process was carried out with the aim of measuring the participants' understanding of the entire learning process. After that, participants were given the opportunity to express the extent of their understanding. The following are lively discussions documented in the image below;



Figure 4. Group Discussion.



Figure 5. Presentation of Group Discussion Results.

On the other hand, to measure the overall proficiency program is carried out through an evaluation measuring instrument in the form of a questionnaire. These two types of measuring instruments are expected to become objective and comprehensive benchmarks in evaluating proficiency programs and as a reference for further program improvements.

Conclusions

This proficiency program provides a platform for instructors to develop their competence in the field of *cave rescue*. The interesting learning experiences that are obtained in this program and packaged very nicely by the facilitators also certainly strive for long-term absorption of the participants' understanding. However, there is a need for a continuous training program, especially for search and rescue midwives in caves, taking into account various influencing factors, such as the geographical conditions of the cave.

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