

Widyaiswara Performance for Improving the Competency of Vocational Teacher in PPPTK BBL Medan

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ABSTRACT

The purpose of this study is to determine the performance of widyaiswara in the implementation of vocational teacher enhancement program in PPPPTK BBL Medan. To achieve these objectives in descriptive method with qualitative approach. Implementation of the research was conducted at the Center for Development of Educational Empowerment and Education Personnel Field and Electricity Field. Techniques Data collection through observation, in-depth interviews and documentation studies. The results of this study indicate that (1) Assessment of Position Functional Credit Rate Widyaiswara consists of the first two activities to prepare the training materials used in the learning process to facilitate the training participants understand learning materials training, which includes teaching materials , display material, props, GBPP / RBPMD and SAP / RP; and the second compile the problem / test material. The training exam is an instrument that is used to measure the competence of the training participants during the training activities, which consists of pre-post test, comprehensive test and case. (2) organizational structure of PPPPTK BBL Medan consists of Head, General Section, Program and Information Division, Facilitation of Competence Improvement, and Functional Position Group (3) Center for Development and Empowerment of Teachers and Education Personnel (P4TK) performs its duties and functions to submit report to Head of Directorate General of GTK with copies to the head of the organizational unit that functionally has a working relationship with P4TK, conveying the results of development and empowerment of teachers and education personnel to the provincial government, district government, municipal government and related institutions (4) obstacles encountered,) budget cuts (self blocking) so that the number of targets to be reduced from the planned target. (b) the invited participant can not attend due to concurrent activities in their respective regions.

Keywords: Performance, Widyaiswara, Planning, Organizing, Implementation, Evaluation, PPPPTK BBL Medan.

I. INTRODUCTION

The development of science and technology has brought about changes in almost all aspects of human life problems can only be solved except with the mastery and improvement of science and technology. In addition to the benefits to human life on the one hand these changes have also brought people into the era of increasingly fierce global competition. In order to be able to play a role in global competition, then as

a nation we need to continue to develop and improve the quality of human resources. Progress and improvement of education quality is an absolute thing that should be a top priority, because through education the quality of human resources of a country can be improved as well. Therefore, educational institutions must improve their performance, because the problem of education is not an individual problem but rather the problem of the nation and state.

PPPPTK Medan is one of the Education and Training institutions that serves to improve the competence of teachers in Indonesia. In carrying out its duties as a training institution, PPPPTK Medan has functional personnel who are called widyaiswara.

Widyaiswara as educators have the role and function that determine the quality of every activity Education and Training (Training). "Widyaiswara not only serves to teach, educate and train in a narrow sense but it also serves as a facilitator, moderator, consultant, dynamicator, inspirator, researcher and even should be able to as leader and protector and servant. In other words widyaiswara has a very important role in realizing the quality of learning in a training. While the quality of learning is a determinant of the quality of education

PPPPTK seeks to improve the ability of teachers by training them with teachers who are less competent in their fields with the support of facilities and infrastructure in accordance with the needs of education now, and to teachers who have a good competence will be in charge and trained again to be made instructors for teachers with low competence. It's just after the training done to teachers who are less competent when returning to school training received at the training is not applied in school this matter which causes the quality of education is still low and not increased.

Based on the results of the record widyaiswara year 2014 still visible indication widyaiswara on PPPPTK Institutions Field and Electricity Medan has not optimal performance, including: still a little widyaiswara motivated to arrange credit numbers, so that promotion increased slightly slowed. Many widyaiswara who has 5 years has never been promoted / class, whereas widyaiswara should be promoted once in two years. Based on the evaluation of the implementation of the training of competency of vocational teachers in 2014 in PPPPTK of Building

and Electricity Field, that 1.17% of widyaiswara have the ability to teach and manage the class, including very less category; 0.98% widyaiswara have the ability to teach and manage classes including less categories; 8.44% of widyaiswara have the ability to teach and manage classes including enough; 46.59% widyaiswara have the ability to teach and manage classes including good category; 42,82% widyaiswara have the ability to teach and manage class including very good category. This result shows not all widyaiswara in PPPPTK Field of Building and Electric of Medan have optimal performance.

The description of the above issues is quite interesting, and the researchers consider that the application of Education Constitution No. 16 of 2015 on the organization and working procedures of the development and empowerment center of educators and educational staff into an interesting study for scientific research. This research is expected to provide a description of the role and function of PPPPTK Field Building and Electricity Medan in improving the performance of environmental employees of Building Field and Electricity Medan. So researchers will focus on "Performance Widyaiswara in the Implementation of Vocational Teacher Enhancement Program in PPPPTK Field Building and Electrical Medan".

Based on the background and thoughts above which became the focus in this study is the Performance Widyaiswara in the Implementation of Vocational Teacher Enhancement Program in PPPPTK Field Building and Electricity Medan

To know Performance Widyaiswara in the Implementation of Vocational Teacher Enhancement Program Improvement in PPPPTK Field Building and Litrik Medan. Specifically, the objectives of the research are: (1) To know the performance planning process that is implemented in the implementation of the program of Vocational teachers' competency

improvement in PPPPTK BBL Medan, (2) To know the organizing of the performance of the widyaiswara in the implementation of the Vocational Teacher Vocational Competency Improvement Program in PPPPTK BBL Medan, (3) To know the implementation of the performance of widyaiswara in the implementation of the program to increase the competency of vocational teachers in PPPPTK BBL Medan, (4) To know the evaluation of the performance of the widyaiswara in the implementation of the Vocational teachers' competence improvement program in PPPPTK BBL Medan.

Performance is as performance, which is the same as achievement. Understanding performance is performance or work performance or achievement of performance or work / performance / work performance. {1} LAN (Ambarita) . Achievement is an achievement of the results of the efforts undertaken.

Hornby (ibid 1) states that performance is based from word "to perform" which has several meanings as follows: (1) performing, executing, executing (to do or to carry out execute) 2) fulfill or fulfill the obligation of a promise (to discharge of fulfill as vow), (3) doing or perfect the responsibility (to execute or complete an understanding), (4) do something expected by someone or machine (to do what is expected of a person or machine).

[2]Elliot found that competence can be defined as a condition or quality of effectiveness, ability, or success. [3]Armstrong and Baron say that "competency is some time difined as referring to the dimensions of behavior that lie behind competence performance (sometimes formed as dimensions of behavior and behavior that lie from performance competencies). [4]Prayitno and Suprpto in his paper, said that the standard of competence is a specification or something standardized, containing the minimum requirements that must be owned by someone who

will do certain work for the relevant have the ability to carry out the work with good results. The same thing was also proposed by [5]Mitrani that competence is a basic nature of a person who in itself relates to the implementation of a job effectively or very successfully.

According to [6]Kartini professional teachers are teachers who are experts, act seriously, and will continue to increase their competence consciously through education and training. The job of a professional teacher is to maximize students' abilities according to their potential and abilities. To produce potential students, teachers should be more potentially good in terms of knowledge, personality, experience, and other standards based on the teacher's academic qualifications. instructional or teaching and learning.

One of the goals of national development in education is the improvement of the quality of education, and one of the fundamental factors that determines the quality of education is the teacher, because the teacher's role is very significant in the learning process Jones, Jenkin & Lord [7] To improve the quality of education required professional teachers. The Law of the Republic of Indonesia Number 20 Year 2003 regarding the National Education System states that the position of teachers as educators is a professional position. Therefore, teachers are required to continue to improve their knowledge and skills in accordance with the times, the development of science and technology, and the needs of society.

[8]DeCenzo & Robbins (2010, Pg. 190) said: Employee training is a learning experience: it seeks a relatively permanent change in employees that improves job performance. Thus, training involves changing skills, knowledge, attitudes, or behavior. This may mean changing what employees know, how they work, or their attitudes toward their jobs, co-workers, managers, and the organization.

[9]Noe, Hollenbeck, Gerhart & Wright said, “training is a planned effort to facilitate the learning of job-related knowledge, skills, and behavior by employee”. This means that training is a planned undertaking to facilitate learning about work related to employees' knowledge, expertise and behavior.

This means that training is a planned undertaking to facilitate learning about work related to employees' knowledge, expertise and behavior.

[10]Hatton the training implemented must be related to the work that will be faced by the learner said that: “... adults need to be equipped with skills appropriate for this clients...training programs are tailored to be concurrent with work, there by supporting the work-related needs of learners”.

Adang Karyana S in journal mentions that Widyaiswara derived from the Sanskrit language, ie from the word Vidya which means science, said Ish which means to have, and Vara said berartiterpilih. So that simple widyaiswara can be interpreted as a knowledgeable and has been selected based on certain provisions or standards of competence. From this understanding, then a widyaiswara must have competence that qualified and therefore the quality required to become Widyaiswara is not light. This is what makes not everyone can qualify in the qualification to become Widyaiswara. Widyaiswara are civil servants who are appointed as functional officers by authorized parties with duties, responsibilities, authority to educate, teach, or train civil servants at Government Training Institute No. 14 2009). According to the Regulation of the Minister of State Apparatus Empowerment Number PER / 22 / M.PAN / 6/2015 about Widyaiswara Functional Position and Credit Rate Widyaiswara (WI) is a civil servant appointed as functional officer with task, responsibility, authority and right, evaluation and development of education and training in government institutions.

Performance is a result of work produced by an employee in achieving the expected goals. According to Anwar King [11]Mangkunegara argued that the performance is the result of work in quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him. [12]Wibowo suggests that performance is about doing the job results achieved in the job.

II. METHODS AND MATERIAL

This research uses descriptive method with qualitative approach which aims to describe and or describe characteristics of phenomenon. [13]Darmadi which explains that descriptive research is a research that attempts to describe the object or subject studied in accordance with what it is.

The instrument used in the research is the researcher himself as a tool to use interviews and observation sheets that ultimately do the reporting of research results Moleong[14]

Furthermore, to test the validity of the data in this study was done with the source triangulation in the form of interviews and documentation. There are three main techniques used in collecting qualitative research data, namely: (1) interviews; (2) observation; and (3) documentation study. [15]Miles and Huberman in the analysis of qualitative data consists of three activities that occur simultaneously, namely: data reduction, data presentation, conclusion / verification.

III. RESULTS AND DISCUSSION

Performance Planning Process Widyaiswara in Implementation of Vocational Teacher Enhancement Enhancement Program in PPPPTK BBL Medan [16]Terry and Leslie said planning is to determine the goals to be achieved during the future and what must

be done in order to achieve those goals. Meanwhile, according to Joseph Weiss and Robert Wysocki [17] Onisimus Amtu states, planning involves setting clear and precise goals (work activities to be done) to achieve the final word goal. Objectives can also involve problem solving or reaching a state or condition other than what is happening right now.

Widyaiswara perform duties and functions in accordance with the Regulation of the Head of State Administration Institution (PERKALAN) No 26 of 2015 on Guidance of Functional Assessment of Functional Credit Widya Widyaiswara said that subunsur implementation dikjartih PNS, consists of two activities that first set the materials used in the learning process to facilitate the training participants to understand the teaching learning materials, which includes teaching materials, display materials, visuals, GBPP / RBPMD and SAP / RP; and the second compile the problem / test material. The training exam is an instrument that is used to measure the competence of the training participants during the training activities, which consists of pre-post test, comprehensive test and case.

Widyaiswara performs its duties and functions in accordance with the Regulation of Head of State Administration Institution (PERKALAN) Number 26 of 2015 on Guidance of Credit Rating Functional Position Widyaiswara mention that the sub element of implementation consists of the first two activities to prepare the training materials used in the process learning to facilitate the participants of the training to understand learning materials, which includes teaching materials, display materials, visuals, GBPP / RBPMD and SAP / RP; and the second compile the problem / test material. The training exam is an instrument that is used to measure the competence of the training participants during the training activities, which consists of pre-post test, comprehensive test and case.

Based on the results of research conducted by researchers on the performance of the implementation of program widyaiswara vocational skills improvement visible that the widyaiswara planning training in accordance with KKALAN Number 26 of 2015 begins with the preparation of training materials that will be done and prepare the GBPR / RBPMD and arrange materials or materials that will be tested on training.

Organizing Performance of Widyaiswara in Implementation of Vocational Teacher Enhancement Program in PPPPTK BBL Medan

The organization and working procedure of the development and empowerment center of educators and education personnel consider (a) that as a follow-up to the organization of the ministry of education and culture, it is necessary to organize the organization and working procedures of the center of the development and empowerment of educators and education personnel; centers of development and empowerment of educators and education personnel have obtained the approval of the minister for the empowerment of the State Apparatus and Bureaucratic Reform based on letter No. B / 1907 / M.PAN-RB / 06/2015 (c) that based on the considerations referred to in letter a and letter b, establishing the Education and Cultural Meters regulation on the Organization and Working Procedures of the Center for the Development and Empowerment of Educators and Education Personnel.

PERMENDIKBUD No. 16 of 2015, the organizational structure of PPPPTK consists of, (a) Heads; (b) General Section; (c) Program and Information Sector; (d) Field of Facilitation for Increasing Competence; and (d) Functional Group.

The General Section has the task of carrying out planning, program, budget, staffing, management, administration, public relations, and household affairs

of PPPPTK. The General section performs the function:

- a. Implementation of programming and budgeting of PPPPTK program
- b. Implementation of administrative affairs, public relations, and household
- c. Implementation of management and personnel affairs
- d. Implementation of financial affairs

Program and Information Field has the task of implementing the preparation and development of programs, inter-institutional cooperation and management of data and information on the competence of educators and education personnel

Program and Information field consists of: (a) section of program (b) section and Information. Program and Information Field has the duty to implement the preparation and development of programs, inter-institutional cooperation and data management and information competence of educators and education personnel. Section Program has the task of programming, program evaluation, inter-institutional cooperation, and the development of models for improving the competence of educators and education personnel.

The Facilitation for Competence Improvement has the duty to carry out facilitation and implementation, and evaluation of the improvement of competency of educator and educational staff consists of: (a) the organizing section, (b) evaluation section. The organizer's section has the task of preparing facilitation and the implementation of the improvement of the competence of the educator and the personnel and the education personnel and evaluation section has the task of preparing the evaluation and preparation of the report on the implementation of the improvement of competence and education personnel.

Head of PPPPTK is structural position of Echelon II.b or other designation according to the provisions of legislation. Head of section and head of field is position of echelon III structure. B or other designations in accordance with the provisions of legislation. Head of Subdivision and head section are structural positions echelon IV.b or other designation according to the provisions of legislation.

In performing its duties and functions, the Head of PPPPTK shall submit a report to the Director General of Teachers and Education Personnel with copies to the head of the organizational unit functionally having working relationship with PPPPTK. As well as the Head of PPPPTK shall submit the results of developing and empowering educators and education personnel to provincial and district. According to the Minister of Education Regulation No. 16 of 2015 on the Organization and Working Procedures of the Center for Development and Empowerment of Educators and Education Personnel.

Implementation of Widyaiswara Performance in the Implementation of Vocational Teacher Enhancement Program in PPPPTK BBL Medan

In accordance to the performance agreement in 2016, PPPPTK BBL Medan set a strategic target with 5 (five) indicators of activity performance. Following is the level of achievement of the strategic objectives along with the performance indicators of its activities during 2016.

Achievement of strategic targets Increased competence of educators and education personnel according to their field in all levels of education is supported through the achievement of 5 (five) performance indicators of activities, namely:

1. Number of teachers who are competent in Building and Electricity

2. The number of educators and other education personnel compete
3. Number of principals and candidates for a competent headmaster
4. Number of school supervisors and competent supervisors
5. Number of teachers competent in Thematic field

The level of achievement (the strategic goal of increasing the competence of educators and education personnel according to their field) until the current year has increased although not as big as planned (60% of the planned).

Here is the level of achievement of the performance indicators used to measure the strategic goals Increased competence of educators and education personnel according to their field.

1. Performance Indicators of teachers who are competent in building and electricity. This indicator includes 2 Outputs:
 - a. Productive and adaptive teachers who are enhanced by their competence in the field of Building and Electricity
Target: 6.448 People. Realization: 4,582 People (71.06%)
Target Renstra 13,191 Persons
Target 2015: 3700 People. Realization: 2,047 Persons (55.32%)
 - b. School Empowerment Model and Learning Innovation Development
Target: 4 Models. Realization: 4 Models (100%) Target 2015: 5 Models. Realization: 4 Models (80.00%)

The achievement of these performance indicators is due to the support of the following programs / activities :

- A. Teachers productive and adaptive that is enhanced their competence according to the field of Building

and Electricity (a) Training of Workshop Management, (b) Preparation of Workshop Management Training, (c) Training IN Teacher Learning Mapel SMK Vocational, (d) Face-to-face Training GP Adaptive and Normal Maple, (e) Training of Teachers Learning Classroom Productive Maple SMK, (f) Teacher Training Learners Online Mode, (g) Implementation of Vocational Teacher Competency Improvement, (h) The establishment of LSP PPPPTK BBL Medan, (i) Improved Character Education Seminar.

- B. School empowerment Model and Inovas Development of Learning: (a) Preparation of UKA Problem, (b) Digitalization of Teachers Learning Module, (c) Model of Training Material, (d) Model Directory of Vocational Technology Training

Obstacles and problems encountered so that the target performance indicators have not been achieved, among others:

- A. The existence of budget cuts (self blocking) so that the number of targets to be reduced from the planned target
- B. Productive and adaptive Teachers whose competence is increased according to the Building and Electricity field, the indicator achievement has not reached the set target. With a target of 6,448 people realized: 4,582 people with a percentage of achievement of 71.06%. Achievement of performance indicator of the above mentioned because of the absence of the participants who were called due to other activities at the same time in the area.

1. Performance Indicators Number of Educators and Other Teachers competent
Target : 500 People.
Realization: 411 Persons (82.20%)
Target Renstra : 2,563 Persons

Annual target 2015 : 90 People.
Realization: 90 People (100%)

much as 82.20%. The achievement of the above indicator is well executed.

The achievement of these performance indicators is due to the support of the following programs / activities:

- a. Educators and Education Personnel who have followed the Competency Test (1) Online teacher competency test, (2) PPPPTK Coordination in Indonesia, (3) Meeting P4TK with the kab / kota department of 4 provinces, (4) Mapping of 2015 UKG results data, (5) Socialization of Teacher Module, (6) Revision of Teacher Learning Module

Obstacles and problems encountered so that the target performance indicators have not been achieved, among others:

- A. The existence of budget cuts (self blocking) so that the number of targets be reduced from the planned target
- B. Educators and Education Personnel who have followed the Competence Test of performance performance achievement has reached the target set. Of the target of 500 Oang realized as many as 411 people with the percentage of capain as much as 82.20%. The achievement of the above indicator is well executed.

Obstacles and problems encountered so that the target performance indicators have not been achieved, among others:

- A. The existence of budget cuts (self blocking) so that the number of targets be reduced from the planned target
- B. Educators and Education Personnel who have followed the Competence Test of performance performance achievement has reached the target set. Of the target of 500 Oang realized as many as 411 people with the percentage of capain as

1. Performance Indicators "Number of school principals and prospective principals who are competent

Target: 1.130 People. Realization: 602 Persons (53.27%)

Target Renstra 922 People

Target 2015: 2,836 People. Realization: 2,748 Persons (96.88%)

The achievement of these performance indicators is due to the support of the following programs / activities:

1. ICT Literacy Training of Lampung Province
2. Training of Facilitator of Professional Development of School Principal
3. Providing Government Assistance - Working Group Assistance

Obstacles and problems that are faced so that the target performance indicators have not been achieved, among others:

- a. The existence of budget cuts (self blocking) so that the number of targets be reduced from the planned target
- b. Of the target as many as 1130 people realized as many as 602 people in because the participants who were called can not attend because there are concurrent activities in their respective areas so that realized very low (53.27%).

2. Performance Indicators "Number of school supervisors improved competence Target: 40 People. Realization: 40 People (100%), Target Renstra 111 People, Target 2015: 170 People. Realization: 409 Persons (240.59%)

The achievement of these performance indicators is due to support by programs / activities as follows:

- a. Improved School Supervisors Competence
- b. Training of School Supervisors

This Performance Indicator is well realized from the target of 40 people realized 40 Persons with 100%. The achievement of the above performance indicators is excellent.

Obstacles and problems faced so that the target performance indicators have not been achieved, among others: The existence of budget cuts so that the number of targets to be reduced from the planned target

3. Performance Indicators "Number of teachers competent in the Thematic field

Target : 42.605 People. Realization: 26.428People (62.03%)

Target Renstra : 31.989 People

Target 2015: 7468 People. Realization: 3,401 Persons (45.54%).

The achievement of these performance indicators is due to the support of the following programs / activities: Teachers of Thematic Focused Thematic which is enhanced their competence

- a. Diklat IN Teachers Teachers of Primary Class Teachers of North Sumatra Province
- b. Diklat IN Teachers Teachers Class Primary School of West Sumatera Province
- c. Training IN Teachers Teachers Class Teachers NAD Province Elementary School
- d. Diklat IN Teachers Teachers SD Class Teacher Riau Province
- e. Teacher Training Learners Combination Mode Mode
- f. Teachers Training SD Element Moda Tatap Front IN ON IN
- g. NS SD Training

- h. Training of Secondary learner Teachers
- i. Verification and Finalization of Teacher Data Learning and Online Mode Combination Online
- j. Coordination of Teacher Learning Training Activities

Obstacles and problems encountered so that the target performance indicators have not been achieved, among others:

- a. The existence of budget cuts (self blocking) so that the number of targets be reduced from the planned target
- b. The thematic Thematic Dikdas Teachers who increased their competence to achieve this performance have not reached the set target. Target 42.605 People. Realization: 26,428 Persons with a percentage of achievement of 62.03%. The achievement of the above performance indicators is due to the absence of the participants

Performance Evaluation Widya Swara in Implementation of Vocational Teacher Enhancement Program in PPPPTK BBL Medan

1. Steps to target performance indicators can be achieved, among others: (a) Cooperating with regency in implementing productive and adaptive teacher. competency improvement through advisory program (PPPPTK BBL Medan assisting teaching staff / lecturer / operators / operators in implementing activities in districts / cities) using APBD and PPPPTK budget BBL (Dana sharing). (b) Cooperate with KKG / MGMP by providing teacher / widya swara and fund sharing.
2. Steps to target performance indicators can be achieved well: (a) Maximize the available budget to improve the competence of teachers Educators and Education Personnel who have followed the Competency Test. (b) Utilize optimally the results of budget efficiency from travel costs for improvement activities Some

anticipatory steps taken to target performance indicators can be achieved include: 1) Maximize the available budget to increase the competence of the Principal enhanced Competence. 2) Utilizing optimally the result of budget efficiency from travel cost for activity of teacher and electrical field competence.

3. Steps taken to target performance indicators can be achieved, among others: (a) Maximize the budget available to Supervisors enhanced Competence. (b) Utilizing optimally the result of budget efficiency from travel cost for activity of teacher and building competence of building and electricit
4. Steps taken to target performance indicators can be achieved, among others : (a) Conducting cooperation with regency in implementing the enhancement of the competence of Training Tematik Teachers through advisory program (PPPPTK BBL Medan assisting teachers / Widyaaiswara and LMS / Admin operators in the implementation of activities in districts / cities) using APBD and PPPPTK BBL budget. (b) Utilizing optimally the result of budget efficiency from travel cost for activity of teacher and building competence of building and electricity.

IV. CONCLUSION

Performance Planning Process Widyaaiswara In Implementation of Vocational Teacher Skills Upgrade Program in PPPPTK BBL Medan

Knowing the success rate of program implementation and its impact, it is necessary to evaluate the accountability and performance of PPPPTK conducted independently. The results of this evaluation are used as a reference and input to improve and improve the program. Based on Progress Number 26 of 2015 on Guidance of Functional Ranking of Widyaaiswara Functional Credit Rating

stated that the implementation is cited by civil servants, consisting of two activities which first compile the training materials used in the learning process to facilitate the training participants to comprehend the teaching learning materials, which include teaching materials, viewing material, props, GBPP / RBPMD and SAP / RP; and the second compile the problem / test material. The training exam is an instrument that is used to measure the competence of the training participants during the training activities, which consists of pre-post test, comprehensive test and by case.

Organizing Performance Widyaaiswara In Implementation Program Vocational Teacher Competency Improvement In PPPPTK BBL Medan

Organizing is a process of determining the task and authority in determining the plan delegated to each individual and implemented how the planning. In organizing, all power and human resources or non human resources must be seen. Human resources are defined in organizational structures, patterns of work procedures, procedures, and organizational climate in a transparent manner.

Performance Implementation Widyaaiswara In Implementation of Vocational Teacher Enhancement Enhancement Program in PPPPTK BBL Medan

The results of development and empowerment of educators and education personnel to the provincial, district, municipal and related government authorities.

As per the performance targets set in the 2016 performance agreement, PPPTK BBL strives to achieve the established performance target as a form of accountability to stakeholders. To determine the level of achievement (success / failure) of each performance target set as well as material performance

evaluation, required description and analysis of performance achievements complete and accountable.

Performance Evaluation Widyaiswara In Implementation of Vocational Teacher Enhancement Enhancement Program in PPPPTK BBL Medan

Evaluation is an activity to observe and measure all operational activities and achievement of results by comparing the standards seen in the previous plan.

Based on LAKIP (Performance Report) 2016 can be seen that In the effort of achieving performance indicators encountered several problems and obstacles encountered, among others (1). The existence of budget cuts (self blocking) so that the number of targets to be reduced from the planned target. (2). Participants who are called can not attend due to concurrent activities in their respective regions.

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