

**ACHIEVEMENT MOTIVATION TRAINING-BASED MANAGEMENT TRAINING
AND EDUCATION MODEL FOR CIVIL SERVANTS ENTREPRENEURSHIP IN
CENTRAL JAVA PROVINCE**

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ABSTRACT

The aim of this research was to find out the appropriate final model of achievement motivation training-based training model for civil servant (PNS) entrepreneurship which is suitable to be applied in the Human Resources Development Agency of Central Java Province. This study used research and development (R & D) which employed ten (10) steps modified into three steps, namely the preliminary stage, the stage of development, and the evaluation phase. The data sources were the Civil Servants who were following the training program in Human Resource Development Agency of Central Java Province. The data were taken from respondents through interviews, open and closed questionnaires, observations, as well as pre-test and post-test. The data were validated by using validity and reliability tests as well as pre-test and post-test to test the effectiveness of the model. The results showed that the achievement motivation training-based management education and training model for civil servant entrepreneurship is suitable to be implemented in Central Java province, it is said to be effective based on the pre and post test results which showed the improvement of Achievement Motive (need for achievement / N-Ach) of 5.27 into 8.10, Friendly Motive (need for affiliation / N-Aff) from 1.80 to 2.00, and Power Motive (need for power / N-Pow) of 4.63 became 5.27. In conclusion, each category made an improvement.

Key Words: Management Training, Civil Servant Entrepreneurship, Training Motivation Achievement.

INTRODUCTION

"Civil Servants, which are hereinafter abbreviated PNS are Indonesian citizens who meet certain requirements, are appointed as an employee of the State Civil Apparatus (ASN) permanently by the staff of development officer to have a position in government (ASN Law No. 5 year 2014). Further, article 5 of Law ASN 2014 states that one of the functions of civil servants is as a public servant.

Law No. 22 of 1999 on Regional Autonomy states that the government should be able to explore their potential to increase local revenue (PAD) as capital to invest in economic development policies in the region. Therefore, it is necessary to have creative ways to develop the potential of the area in order to increase the revenues. On the one hand, based on the above-mentioned explanation, it is necessary to have bureaucracy who has the entrepreneur spirit / soul (Budi Winarno, 2014: 370). In line with this, Osborne and Gaebler (1992: 29) formulate ten principles of bureaucracy that have entrepreneurial spirit, namely: (1) Government Catalyst: driving instead of pedaling; (2) Government belongs to the people: giving authority rather than the servicing; (3) Competitive Government: injecting competition into the provision of services; (4) Government-driven mission: transforming the organization that is driven by the regulations; (5) a results-oriented government: financing results compared to the input; (6) Government service oriented: fulfilling non-bureaucrat customers' needs; (7) Government entrepreneurship: producing compared to spending; (8) Anticipatory Governance: preventing than curing; (9) Government decentralization: not centralization; (10) market-oriented government: boosting through market changes.

One of the ways to achieve entrepreneurial bureaucratic is through education and training. Education and training have the objective to realize new competencies both in the form of knowledge and skills of problem solving (Haris Mujiman, 2011: 4). One of the executor of this education and training is the Human Resources Development Agency of Central Java province. Apart from that, the suitable education and training which is considered able to foster the spirit of entrepreneurship is the education and training of Entrepreneurship (KWU) for Civil Servants (PNS).

The current management model of entrepreneurship education and training for civil servants is restricted to official participants who have the duties and functions as the

supervisor / assistant / facilitator on Small and Medium Enterprises (UKM), so the frequency of participants from year to year is relatively the same. This happened because the entrepreneurship is interpreted narrowly by society, namely courage for someone to conduct a business (Online Ciputra Entrepreneurship University). As a result, the built competencies are able to manage the business.

According to Suharsono Sagir, entrepreneur is someone whose main capital is persistence and has optimistic attitude, creative, and courage to bear the risk, while according Hisrich, entrepreneur is someone who brings material resources, labor, and other assets into a combination that has more value, so that entrepreneurs introduce changes and innovations.

Based on the above, entrepreneurship needs to be expanded on its sense, so that the existed management entrepreneurship education and training model needs to be developed. Therefore, the results of the preliminary study conducted on 30 entrepreneurial training participants obtained results in Table 1 as follows:

Table 1: The Result of Preliminary Study

No.	Indicators	Average	Categories
1.	Education and Training Design	2,15	Fair
2.	Education and Training Programs	3,37	Good
3.	Education and Training Teaching Materials	2,15	Fair
4.	<i>Widyaiswara</i>	3,57	Very Good
5.	Facilities and Infrastructures	3,37	Good
6.	Curriculum	1,28	Fair

The table 1 above shows that the training design, teaching materials and curriculum conditions' mean scores have not been rated well by training participants by the number of respondents 30 people. Therefore, it is necessary to develop management model of

entrepreneurship education and training for civil servants which originally not only focused on material business management and restricted to the specific participants. The development is aimed at adding new materials that are expected to foster the entrepreneurial spirit that is called as achievement motivation training (AMT). Besides, the training participants are not limited to particular departments, but all agencies are expected to have a chance to become the training participants. Thus, the model of management education and training required are:

Achievement Motivation Training-Based Management Training Model for Civil Servants Entrepreneurship

There are several previous researches which are closely associated with this study. First, Platow, Michal, Shave and Roger (1995) who state that the social values of both egoistic and non-egoistic are able to be used as a predictive value achievement motivation. Second, Ward, Edward A (1997), in his study explains that achievement motivation is the standard of excellence or competence with a desire of adult workers to organize and realize the purpose for themselves. Third, Tuunanen (1997) states that American entrepreneurs have higher innovative behavior than Finland, a country which has a level of uncertainty avoidance higher than the Americans. Fourth, Muller and Thomas (2000), found that there is no significant relationship between the innovative behavior and cultural values in an entrepreneur, his research explains that the innovative behavior is a trait universal and not shaped by particular cultural values, so that the innovative behavior is not only owned by people with certain cultural values. Fifth, Fortune, Anne E, Lee, Mingun, Cavaos, Alonzo (2005), in their research revealed that of 188 students, they were more satisfied with the field education. Sixth, Kamin Umardi (2007), studied 80 students of Mechanical Engineering of Brawijaya University (UB). He found that there were only 59 students (73.75%) who had the average level of entrepreneur intelligence, 9 students (11.25%) above the average, one person had superior intelligence and 11 students (13.75%) had a below-average intelligence. Alternatively, Johnson, Danis, and Dollinger (2008), stated that an entrepreneur acts more as an innovator rather than an adapter, an innovator dares to make a change, wants to do something differently, while an adaptor has a tendency to simply follow the existing pattern and develop, not change it. Again, Jeremy, David, Christopher, Duane (2009), state that chance is central concept of entrepreneurship, how an opportunity occurs in the processes around the opportunity, that determines success or failure of an entrepreneurship. Seventh,

Lanik, Marin, Thornton, George C, Hoskovkova, Simona (2009), in their study of the citizens of the United States and Czechoslovakia showed that the citizens of Czechoslovakia had higher values than the United States in terms of competitiveness, passion for learning, and control status, but rather more low in terms of engagement, internalization and preference for difficult tasks. Eighth, Putri Wisnu Ward (2009), found that there is no relationship of innovative behavior of cultural values of uncertainty avoidance on Minangkabau entrepreneurs. Ninth, Nugroho In Saputro (2009), his research found that there is no direct relationship between achievement motivation on performance of lecturer at the Ministry of Forestry Training Center. Tenth, Richard M Ryan, and Edward L Deci (2000), examined the intrinsic motivation and extrinsic motivation, intrinsic motivation is a habit that is motivated from within committed by their interest and to satisfy psychological needs, extrinsic motivation is a any motivations done for instrumental. Eleventh, David Miroan, and David McClelland (1979), revealed that AMT is able to improve SMEs performances although there was a lack of access to capital, location, and labor.

Regarding the previous explanations, therefore, the theoretical framework used as the basis of this study consisted of: (1) Management Training, (2) Entrepreneurship of civil servants, and (3) Achievement Motivation Training.

RESEARCH METHOD

This study used research and development (R&D) method. According to Borg and Gall (1983: 775-776), research and development includes ten stages, which are then simplified into three stages, namely, the preliminary study stage (early stage), stage of development and effectiveness testing stage of the model. Accordingly, the data source came from the Civil Servants who were following entrepreneurship training in Human Resources Development Agency of Central Java Province.

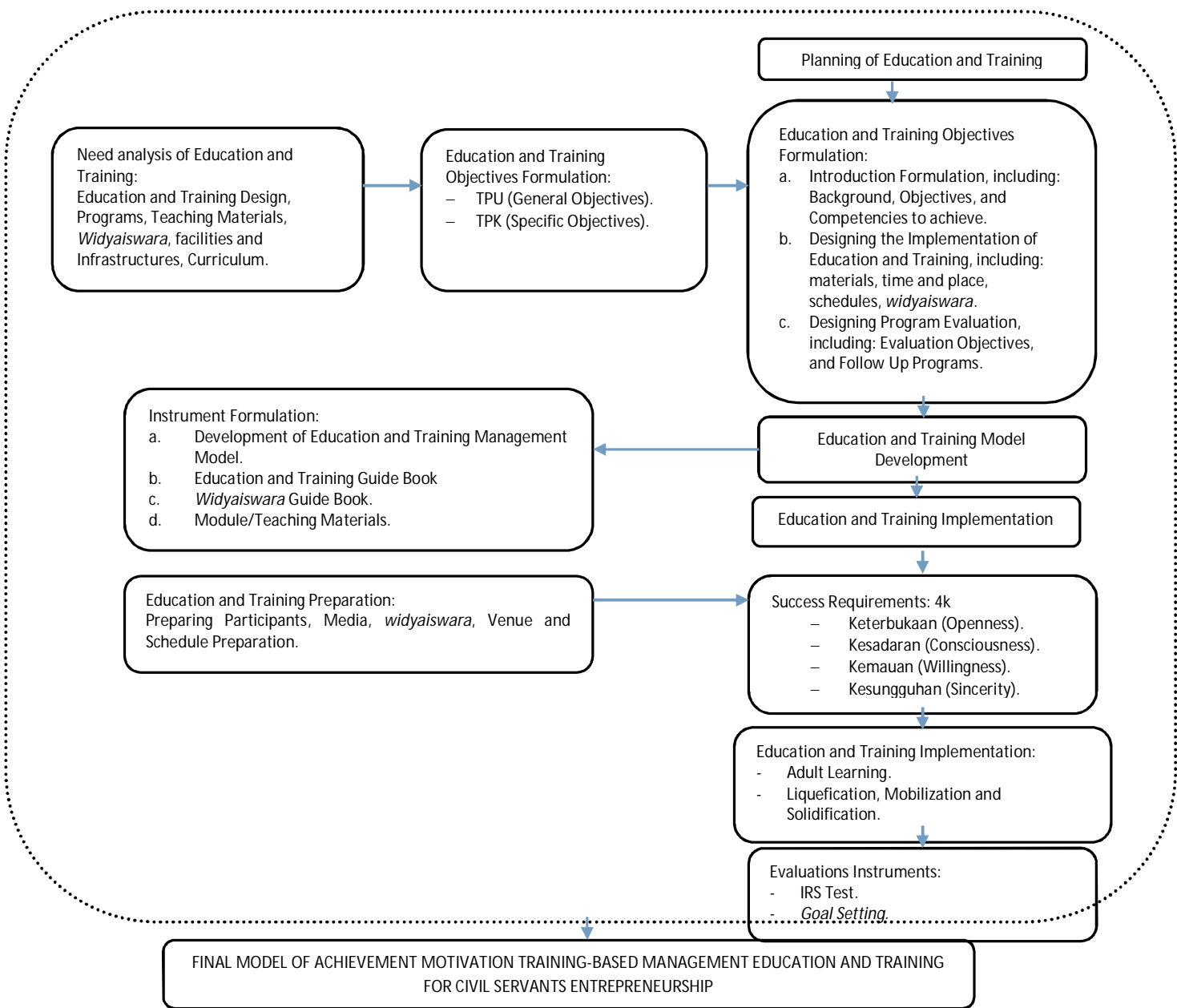
The types of data consisted of quantitative and qualitative data. The qualitative data covered comments and suggestions, while the accuracy, clarity, and benefits of the model, while the entrepreneurship training material used descriptive statistics percentages. Moreover, the data collection was done with interviews, questionnaires and Likert scale questionnaires and individual assessment.

The data were validated by using two methods, namely predictive validation which was done by consulting concept model, curriculum, lesson plans, training guide books, *widyaiswara* and training models. Meanwhile the validation of the contents was done in a way of consulting instruments which had been made to three experts and one practitioner.

RESULTS AND DISCUSSION

RESULTS

Achievement Motivation Training-based management training model for civil servants' entrepreneurship is a conceptual framework about the process of the achievement motivation training-based management training for civil servants' entrepreneurship, including planning, implementation, and evaluation. Therefore, the model is presented on the following figure 1.



This model is the finalization of the hypothetical model created on the basis of the initial model, validated by management experts, expert training in entrepreneurship, expert motivation, and practitioners, in this case is *widyaiswara* senior at the Agency for Human Resources Development, professor of psychology at the Semarang Private University and Head of Department of Labor Work in Central Java Province.

This model explains that AMT-based entrepreneurship training for civil servants includes planning, training implementation, and evaluation of training. The planning phase begins with the identification of training needs, setting training objectives, and preparation of the training program. In the preparation of the training program, it is necessary to develop the training models which are equipped with instruments that will be used in training activities. The development of the training model is done by making instrument of management development training, among others: (1) manual training, (2) *widyaiswara* guidebook, and (3) training modules.

The implementation phase consists of a series of activities of the implementation of training programs which are based on the need analysis, training objectives, training programs, and the development of training. To make this training works well, there are requirements known as 4k: (1) the disclosure of the participants to be honest, recognize strengths and weaknesses, (2) awareness of the training participants to understand that everyone has strengths and weaknesses, (3) willingness to maintain / increase the strength and reduce / eliminate weaknesses, (4) the seriousness of participants to follow the training from the beginning to the end of the training. In this training, the participants acted as a subject as well an object.

Therefore, the Achievement Motivation Training learning process consists of: (1) the process of understanding the material, with a reading of 5%, watching of 15%, listening of 15%, feeling of 20% and do and experience of 45%. Moreover, reading activities were done only in a little, the most profitable activities of the participants were aimed at being earnestly doing and experiencing what was instructed and the fully participating on the events of immersion program. (2) the process of internalization: in order to effectively internalize, the researchers developed a method of "management of Kurt Lewin" whose processes are showed the process in Figure 2:

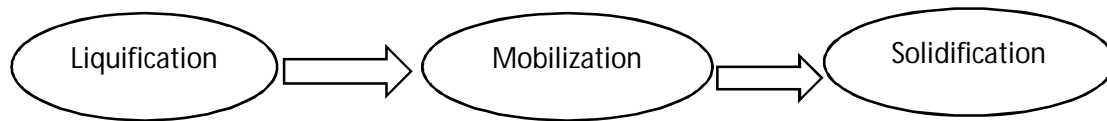


Figure 2: AMT Learning Processes.

(1) Liquification process. In this process, the participants should be aware of the environment where the participants are located, the weaknesses and strengths, aware of the purposes that are meaningful to them personally, should be aware of the things that have been done, experienced both exhilarating and disappointing.

(2) Mobilization process. After the participants are aware, knowing about "self- existence", the participants are invited to see the difference between the self-model and outstanding model of someone with the high *need for achievement*, the participants are invited to move toward a model of people whose *need for achievement* is high so as to achieve outstanding goals.

(3) Solidification process. The final process after the new "self-model" projected into the formulation of establishing goals that really matters to the participants themselves, realistically, there are challenges, time-bound and moral ties which can be measured. Moreover, these are what will be observed next to see to what extent the effects of training.

As a final conclusion on the description above, the process of internalization in the program can be done as shown in Table 2 as follows:

Table 2: Internalization Process

Stages	Portion		Method/ Materials
	in %	In hour	
Liquification	25%	6 hr	Learning contract, who am I, role playing, questionnaire, self-exploration, self-study, TAT.
Mobilization	45%	11hr	Roleplaying, review, model N-Ach, discussion, introductory concepts.
Solidification	30%	7hr	Concepts realization, objectives formulation, TAT.

The trial results of achievement motivation training-based management education and training for civil servants' entrepreneurship

The trial results of achievement motivation training-based management education and training for civil servants' entrepreneurship. The results were derived from the limited field test instrument, including research training design, training programs, teaching materials, *widyaiswara* and infrastructure as well as the condition of the curriculum. Further, it is showed in table 3 as follows:

Table 3: The Trial Test of achievement motivation training-based management education and training for civil servants' entrepreneurship

No.	Indicators	Average (n=30)	Categories
1.	Education and Training Design	3.58	Very Good
2.	Education and Training Programs	3,44	Good
3.	Education and Training Teaching Materials	3.50	Very Good
4.	<i>Widyaiswara</i>	3,59	Very Good

5.	Facilities and Infrastructures	3,61	Very Good
6.	Curriculum	3.51	Very Good

From the table, it can be seen that the training design indicators achieved 3.58, education and training programs reached 3.44, education and training materials amounted to 3.50, *widyaiswara* achieved average of 3.59, 3.61 for the average of infrastructure, curriculum conditions mean of 3.51 Thus, it can be said that the general formulation of training design, training programs, teaching materials training, trainers, facilities, and the condition of the curriculum in the achievement motivation training-based management education and training for civil servants' entrepreneurship based on limited testing which involved 30 subjects can be considered as excellent and feasible.

DISCUSSION

After the additional materials, namely Achievement Motivation Training (PMD) equipped with the education and training's manuals and *widyaiswara* guide book were added, the Education and Training of Entrepreneurship for Civil Servants was able to improve the *need for achievement* of 30 respondents. Therefore, the results are showed in the following table 4:

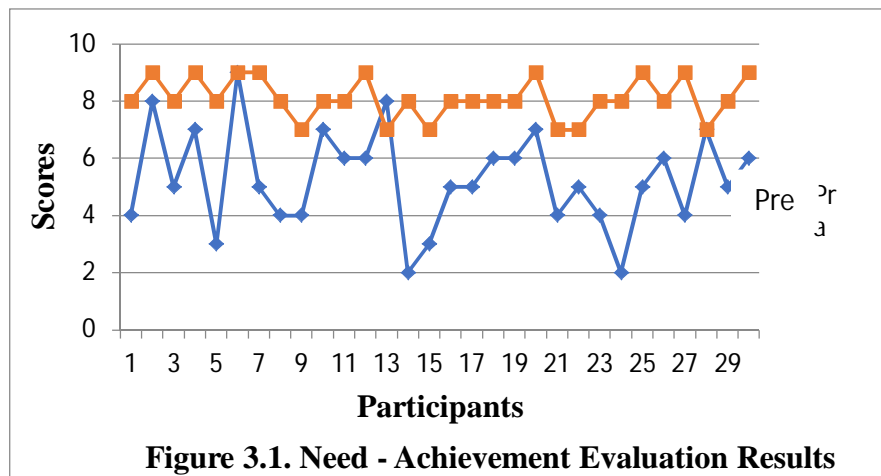
Table 4: Pre-test and Post-test Results of Achievement Motivation Training

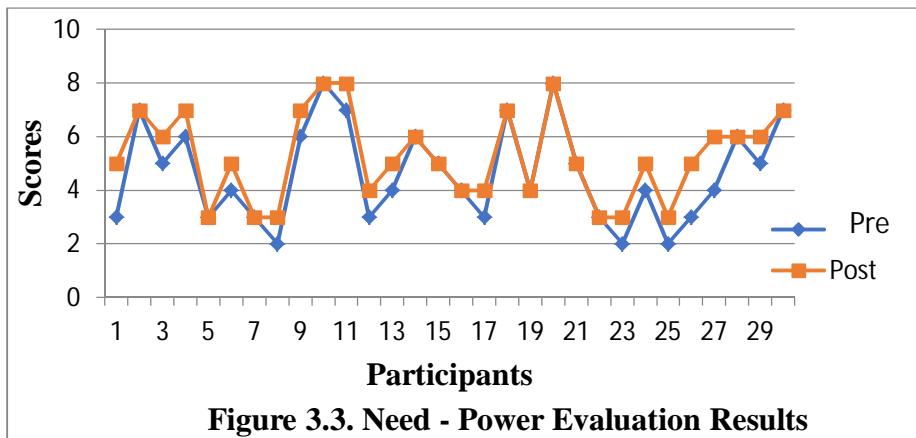
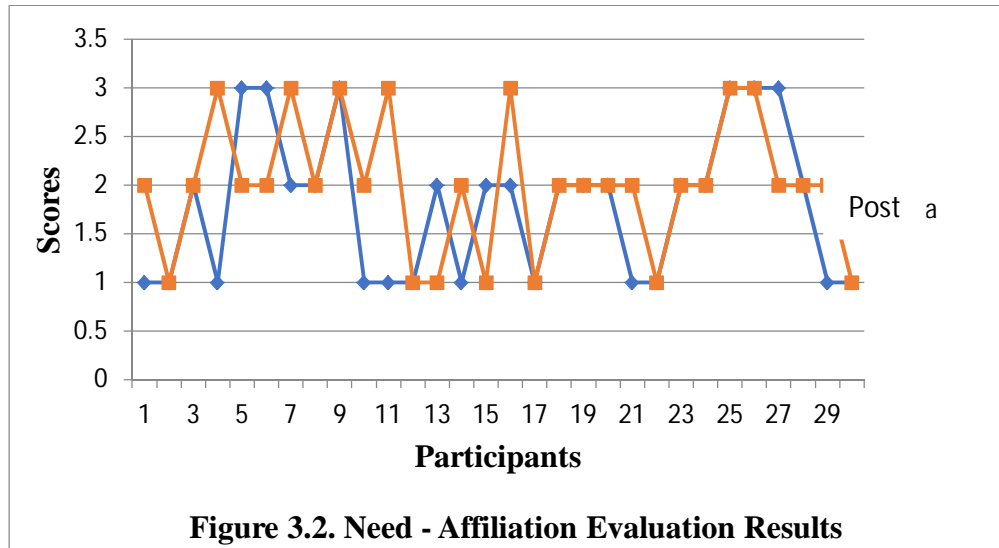
No	Need - Achievement		Need - Affiliation		Need - Power	
	Pre	Post	Pre	Post	Pre	Post
1	4	8	1	2	3	5
2	8	9	1	1	7	7
3	5	8	2	2	5	6
4	7	9	1	3	6	7
5	3	8	3	2	3	3
6	9	9	3	2	4	5
7	5	9	2	3	3	3
8	4	8	2	2	2	3
9	4	7	3	3	6	7
10	7	8	1	2	8	8
11	6	8	1	3	7	8
12	6	9	1	1	3	4

13	8	7	2	1	4	5
14	2	8	1	2	6	6
15	3	7	2	1	5	5
16	5	8	2	3	4	4
17	5	8	1	1	3	4
18	6	8	2	2	7	7
19	6	8	2	2	4	4
20	7	9	2	2	8	8
21	4	7	1	2	5	5
22	5	7	1	1	3	3
23	4	8	2	2	2	3
24	2	8	2	2	4	5
25	5	9	3	3	2	3
26	6	8	3	3	3	5
27	4	9	3	2	4	6
28	7	7	2	2	6	6
29	5	8	1	2	5	6
30	6	9	1	1	7	7
Average	5,27	8,10	1,80	2,00	4,63	5,27

The above table shows that the *need for achievement* improved from the point of 5.27 up to 8.10, so did the *need for affiliation* and *need for power*.

Further, the data of the table are also presented in the following graphic 3:





Based on the results of the evaluation in the above tables, it can be seen that there are some increases in achievement motive, Affiliation Motive, Power motive on training participants before and after getting achievement motivation and learning (PMB). Further, the increase in the motive of achievement (Achievement Motive) can be seen in the averages before attending the Achievement Motivation Training that was 5.27, and after attending achievement motivation training became 8.10. Second, the Affiliation Motive had point of averages of 1.80 before the training, and 2.00 after the training. Third, the Motive of power which had average 4.63 before the training, and 5.27 after attending the achievement motivation training.

In addition to this, the researchers also present the results by using Personal Profile in the following figure 4:

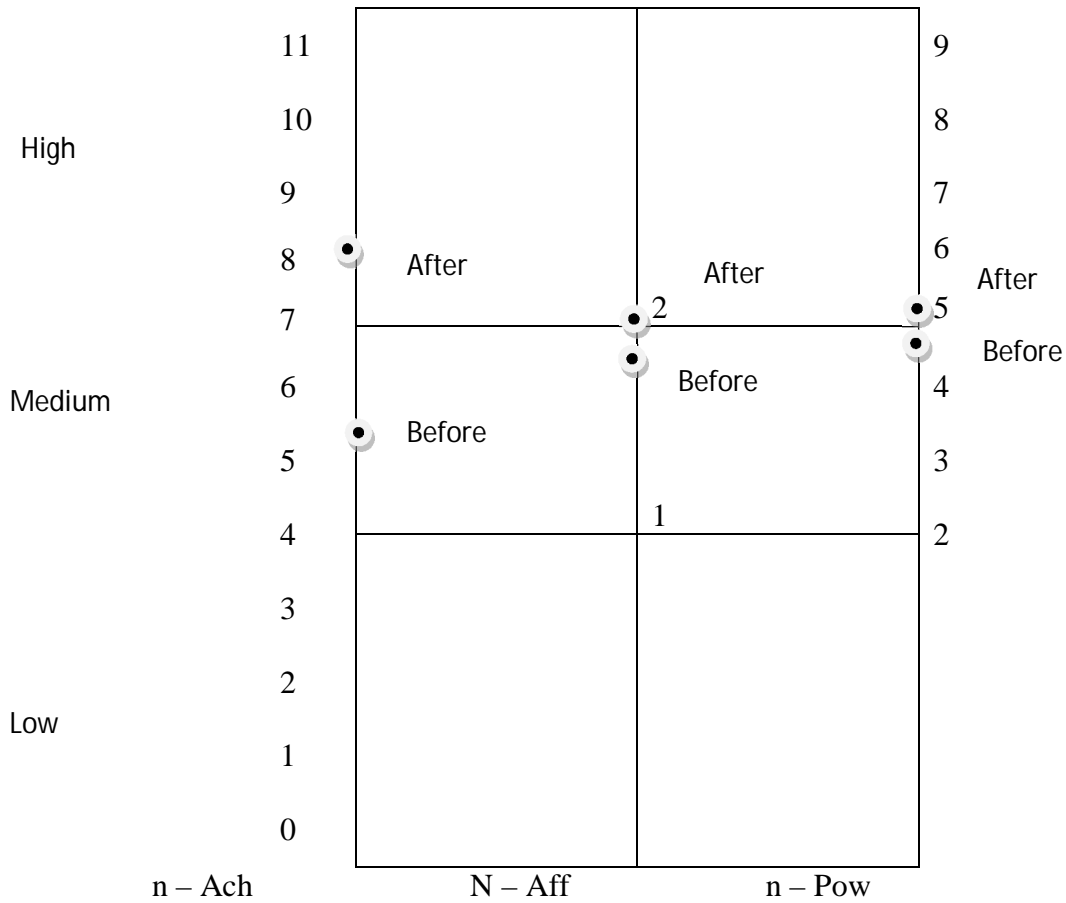


Figure 4. Personal Profile

Based on the personal profiles showed in the figure 4 above, it can be known that the Achievement Motive and Affiliation Motive are in the medium position before and after following the achievement motivation training. Meanwhile, the Power motive on training participants increased from medium position (before following the achievement motivation training) to high position (after following achievement motivation training).

CONCLUSION AND SUGGESTION

After synthesizing the data, it is known that the final model of Achievement Motivation Training-based Management Training for Civil Servants Entrepreneurship can increase the need for achievement of the training participants from 5.27 (medium category) to 8.10 (high category), and it is also able to increase the need for affiliation of 1.80 into 2.00, and the need for power of 4.63 became 5.27. Moreover, the development of the final model was taken place in the equipment of the Education and Training Manuals, *widyaiswara* Guide Book and Training Modules. Therefore, it can be concluded that the model is feasible and effective to

implement. It is suggested that the development Achievement Motivation Training-based Management Training Model for Civil Servants Entrepreneurship can be applied in Human Resources Development Agency of Central Java Province, and becomes a model for the implementation of the Civil Service Training and Entrepreneurship in other Training Agencies in Indonesia.

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