

# Performance Management in Non-Formal Educational Institutions

**Widdy Endrayanto<sup>a</sup>, Toho Cholik Mutohir<sup>b</sup>, Bambang Suratman<sup>c</sup>, Sugi Hartono<sup>d\*</sup>**, <sup>a,b,c</sup>Management Education Department, Universitas Negeri Surabaya, Surabaya, Indonesia, <sup>d</sup>Mathematics Education Department, Universitas Negeri Surabaya, Surabaya, Indonesia, Email: <sup>a</sup>[widdy.17070976009@mhs.unesa.ac.id](mailto:widdy.17070976009@mhs.unesa.ac.id), <sup>b</sup>[toho.ditjora@gmail.com](mailto:toho.ditjora@gmail.com), <sup>d\*</sup>[sugihartonounesa@gmail.com](mailto:sugihartonounesa@gmail.com)

The purpose of this study is to find out how performance management is implemented in two non-formal educational institutions. This study uses a qualitative approach with a type of multi-site case study which uses a single case data analysis and cross-site data analysis by comparing conceptual findings while integrating the cases of two English language course institutions. The results show that there are some aspects not approved by the course head, some others are approved and even supported. The researcher also found supporting factors, obstacles, and the impact of performance management in the course institutions. For this reason, the researcher seeks to provide recommendations and suggestions. For example, an unexpected external obstacle is the case of the Covid-19 pandemic. Then the researchers recommend effective mitigation and support shifting, and give suggestions to scientists, academics and institutions to appreciate and follow up on the phenomenon of the development of the discipline of performance management.

**Keywords:** *Covid-19, Impact, Supporting factors inhibiting factors, Performance management, Non-formal education.*

## Introduction

Performance management is as a continuous and continuous work process of several people in achieving a set goal (Baird, 1986). Kreitner and Angelo Kinicki (2014) revealed that performance management has a function to integrate activities in setting goals, monitoring and evaluating, providing feedback and training, as well as giving rewards to employees continuously.

In addition, Armstrong and Baron (1998) also stated that performance management functions to provide successful results in organisations by increasing performance and developing team and individual abilities. Performance management is as a process of aligning or integrating organisational or individual goals to achieve organisational effectiveness (Armstrong, 2009; Alkabi, 2020). Previously Armstrong and Baron (1998) introduced the cycle as a stage in the performance management approach as follows: (a) Organisational mission and strategic objectives that is a reference for the management level below. Such formulation is intended to ensure that each subsequent activity must be in line with the objectives and can contribute to achievement; (b) Business and departmental plans and objectives are a description of the mission and strategic objectives. In certain cases, the business plans and objectives are determined first, then explained and carried on to the department that supports it; (c) Performance and development agreements are often referred to as performance contracts that aim to contact individual performance with managers about goals and accountability; (d) The performance and development plan is a joint exploration of what individuals need to do and know to improve their performance and develop their skills and competencies; (e) Work and development acts are work related to the activities of people in carrying out the work and how it is used to achieve it; (f) Continuous monitoring and feedback is part of the process of managing and developing performance standards that reflect normal good practice about setting direction, monitoring and measuring performance, seeking feedback, and taking action; (g) Formal review and feedback is a step the leader gives the individual the opportunity to provide comments to the leadership. Support and guidance from leaders is a form of upward reward; (h) Overall performance appraisal, which is a form of attention to the efforts and results of employee performance.

Aguinis (2013) mentions six things contained in performance management, namely: a requirement, planning for performance, the performance itself, how to assess performance, about reviewing performance, updating performance along with restructuring. Kreitner and Angelo Kinicki (2014) revealed that performance management has a function to integrate activities in setting goals, monitoring and evaluation, providing feedback and training, as well as giving rewards to employees continuously. In addition, there are three descriptions of performance management functions: a) functions for individuals, b) functions for teams, c) functions for organisations. All three aim to improve processes and effective performance results. In this study, researchers used the Armstrong and Baron (1998) version of performance management, because it has a cycle that is quite close to the management picture of non-formal educational institutions. Performance management is a relatively new field. At that time, the world of education was still limited to the means of the industrial world in conducting socialisation about performance management. This is an opportunity for the world of education if implementing performance management. Therefore, researchers made observations on performance management at educational institutions, specifically non-formal education.

The object observed was two non-formal educational institutions, namely English course institutions. Both of these institutions are located in the East and South of Surabaya, Indonesia. Researchers chose to research at non-formal educational institutions because of the strategic role of non-formal education as a complement to the role of formal education. Sudarsana (2016) also said that non-school education is all organised educational activities carried out outside formal schools.

Non-formal education is able to play a role in providing what the community needs. Anggraini (2018) states that non-school education is an educational effort that is carried out intentionally and systematically, which is carried out in accordance with the needs of students. In addition, non-formal education is able to develop student abilities that emphasise skills, competency standards, develop entrepreneurial attitudes, and improve personality. Siswanto (2012) also emphasises the role of non-formal education that is able to prepare the community to grow into strong people, professional business people, and independent. The purpose of this study is to observe the implementation of performance management in two non-formal educational institutions and construct performance management in non-formal educational institutions.

## **Methods**

This research uses a qualitative approach. The aim is to construct performance management in non-formal educational institutions. Researchers search for understanding of methodological traditions, examining social or human problems in the institution of the course. Researchers examine words, build something complex, and holistic. Reports on the course head's views and natural observations are detailed. The researcher produces descriptive data, both speech and writing and the behaviour of the head of the course that can be observed (Bogdan and Taylor, 1992). The researcher also seeks to understand the unique situation of a particular context and its interactions (Patton, 1990).

Researchers used qualitative methods with multi-site case study types because it revealed events in two research subjects, namely two English language course institutions. Researchers used both primary and secondary data. Primary data are data collected directly by researchers from the first source and direct observation at the study site. Primary data sources are heads of the course and teachers. Secondary data sources are data compiled by researchers in documents, including letters, photos, manuscripts, archives. Researchers conducted interviews using voice recording aids and storing images and writing, specifically smartphones and laptops.

The researchers conducted an analysis to systematically test the data collected in the field notes. Furthermore, researchers determined the parts, the relationship between parts, and the

relationship between parts with all objects. In analysing, researchers used a descriptive technique with three steps, namely data condensation, data display, and verification (Miles, Huberman, & Saldana, 2014). The analysis used was single-case data analysis and cross-site data analysis, which compared conceptual findings while integrating the cases of two course institutions (Yin, 2015).

Researchers tested the validity of obtained data with four standards (Riyanto et al., 2016) First, credibility includes: (a) Prolonged engagement, researchers have spent a long time in non-formal educational institutions; (b) Persistent observations, researchers determine aspects that are important and relevant to the focus of research; (c) Triangulation, researchers compare observational data, interviews, and document data; (d) Peer debriefing, researchers discuss, ask questions, criticise, and give recommendations starting the research process to the results of research; (e) Referential adequacy check, researchers track the suitability of the results of data analysis; (f) Member checks, researchers review the truth of data from the results of interviews, observations, interpretations and conclusions; (g) Negative case analysis, researchers look for cases or data that are different from the results of the study until a certain time. Second, dependability is one in which researchers collect data from independent auditors' research results. Third, conformability shows researchers trace and track data records in the field and their coherence in the interpretation and conclusions of the results of research conducted by the auditor. Fourth, transferability is a standard which researchers make the report in a clear, detailed, systematic and reliable description.

For the approach in this study, researchers used a multidisciplinary, interdisciplinary approach, and transdisciplinary approach. The researchers observe performance management as a new discipline and the possibility of its application in foreign language course institutions. So, researchers combine it with the perspective of several scientific disciplines such as education management, educational psychology, industrial and organisational psychology, personnel management, human resource management, and information technology.

Performance management is related to extracting, empowering, and controlling the potential of the teachers in achieving the objectives of the course institution. Armstrong and Baron (1998) show performance management is a strategic and integrated approach to continuing sustainable success at the institution of the course by improving performance, developing team capabilities, and the contribution of teachers as individuals.

Educational management perspective. Kurniawati and Sayuti (2013) stated that education management is related to the operations of educational organisations. Made Pidarta (1988) states that education management is the activity of integrating educational resources so that they are centralised in achieving predetermined educational goals. So in the context of course

institutions, education management is an operational activity in integrating educational resources so that they are centralised in the effort to achieve educational goals that have been predetermined by the course institutions.

Educational Psychology Perspective. Nurliani (2016) also states that educational psychology is a science that explains the problem of learning in a child from birth to old age, including conditions that affect learning. In the context of course institutions, the head of the course is not only to providing learning services to students but also as an individual who undergoes the learning process, including in managing course institutions.

Perspective of Industrial and Organisational Psychology. Hamid (2016) said industrial and organisational psychology is as an application or extension of the facts and principles of psychology to human problems working in the business and industrial environment. Personal and Herlena (2016) mentioned that industrial and organisational psychology involves the application of scientific methods, facts and principles about human behaviour towards humans and the world of work. In the context of course institutions, the course head and teacher are understood as human beings who work with the world of work.

Personnel Management Perspective. Personnel management is closely related to handling employees as labour, employment relations, payroll, and work regulations. Edwin B. Flippo (1999) states that personnel management is related to planning, organising, directing, controlling labour procurement, development, compensation, integration, maintenance and termination of employment with human resources to achieve individual, organisational and community goals. So, in the context of the course institution, the course head has the duties and responsibilities in managing, planning, organising, directing, controlling labour procurement, development, compensation and payroll, work regulations, integration, maintenance and termination of employment with human resources. Overall, it is to achieve the goals of individuals, organisations and communities.

Human Resource Management Perspective. Wijaya (2009) states that human resource management is closely related to workforce management, as well as its contribution to the success of the company. Farchan (2018) states that human resource management is the policies and practices that a person needs to carry out aspects of people or resources. So, in the context of the course institution, the course head is responsible for managing the teacher, and his contribution to the success of the institution and policymakers towards other aspects of human resources.

Information Technology Perspective. Wardaningsih (2012) states information technology is related to a set of tools that help humans in carrying out tasks related to information. Related to WhatsApp and Zoommeeting, Pardanus (2017) states that information technology is any

form of electronic technology that has the function of processing and sending information. So, in the context of the course institution, the course head must understand the role of information technology when the course institute shifts the learning model, especially in the face of the Covid-19 pandemic.

Researchers involve the transfer of academic disciplines into other academic disciplines to solve the problems of the two institutions of the course. The approach used is interactive, which is the approach of various disciplines and interactions between disciplines involved. In interdisciplinarity, there is mixing between disciplines, but there is no fusion.

In this study, performance management not only collaborates with multidisciplinary education management, but also implies a transfer of discipline with educational management. Likewise, there is a transfer of discipline with educational psychology, industrial and organisational psychology, personnel management, human resource management, and information technology. Each discipline conducts harmonisation interaction in observing the activities of the course institution management.

Researchers take a holistic approach from various disciplines in observing and solving complex problems in both course institutions. The transdisciplinary approach implies a blend of the knowledge of various disciplines with the knowledge of ordinary people who create hybrids that are different from the constituent disciplines. Researchers found that performance management at the institute of the course involves scientific disciplines, among others; discipline of educational management, educational psychology, industrial and organisational psychology, personnel management, human resource management, information technology, and layman's knowledge, among others; other stakeholders outside academics, professional practitioners, government, politicians, and entrepreneurs.

## **Results and Discussion**

Based on the results of the study, we found several aspects that were not accepted, approved, and supported. Some aspects that are not accepted are:

- (1) Mission and strategic objectives of the organisation, where the course head does not agree that performance management depends on consensus and cooperation. Then it is recommended to sort out and consider which points are necessary and which need not be agreed on for the purpose of the institution (Newstor & Davis, 1977). It is hoped that agreement and cooperation will be beneficial (Gibson, 1997).
- (2) Performance and development plan, where the head of the course does not find aspects of the problem in doing work. Then recommendation is to optimise critical thinking in analysing conditions in the course institutions.

(3) Performance and development agreement, where the head of the course does not agree, does not encourage the individual aspects to develop themselves and formulate their performance. Then recommendation is to encourage the process of trust in the teacher as a performance team in the institution. Teachers also need to demonstrate trustworthy integrity.

(4) Work and development actions, where the course head has never received performance management training. Disagreeing the feedback aspect can provide a basis for acting. Then it is recommended to gain understanding and skills about performance management that can be applied in the course institutions (Armstrong, 2009).

(5) Continuous monitoring and feedback, where the head of the course does not head the course does not agree that the feedback aspect can provide a basis for action. Then it is recommended to gain an understanding of performance management that is applied to the course institutions (Armstrong, 2009).

(5) Formal review and feedback, where the head of the course does not try to develop management elements. Then it is recommended to be tasked with developing a performance management system. This is to distinguish one position from another (Stone, 2019).

(6) Comprehensive performance assessment, where the head of the course is not sure aspects of meeting time with employees are effective. Then it is recommended for effective time management for the progress of the institution. Good time management helps effective planning in the short, medium and long term (Leman, 2007).

Some aspects agreed by the two course heads, and recommendations given by researchers, are as follows: (a) Understand seriously the mission and strategic objectives of the organisation; (b) Dynamically integrate the plans and objectives of the institution; (c) Develop and implement performance and development plans; (d) Manage performance and development agreements; (e) Synergise in work and development actions; (f) Master monitoring procedures and ongoing feedback; (g) Be able to integrate formal review and feedback; (h) Master a thorough performance appraisal.

Some other aspects supported by the two course heads, and recommended by researchers include: The two course heads stated that the mission and goals of the organisation are very necessary. Therefore, teachers have clear, enthusiastic directions and are able to achieve the institution's goals. Then the researcher recommends and refers that the mission and strategic goals of the organisation are indeed important because they produce an attitude of cooperation and discipline. Hasley (1992) states that it will produce better and more products. The two course heads agree that the institution's plans and goals, which are open to change, have a culture of learning organisations so that employees are more enthusiastic about working. So researchers recommend and refer to the need to develop creative thinking and open themselves in the face of change (Lindren, 1972). In addition, the two course heads stated that the performance and development plan, as well as the performance and development agreement, was very necessary and related because it provided direction, motivation for employee self-development. So researchers recommend and refer to continue

to provide motivation to improve the ability to react and behave towards goals. Wlodkowski et al. (2004) state motivation is a condition that causes behaviour that gives direction to the behaviour.

Both course heads stated that work and development actions are vital and important so that teachers increasingly reach the goals of the institution. Then the researchers recommend and refer to giving teachers the opportunity to self-actualise by developing their potential to support the goals of the institution. Schultz et al. (1994) show self-actualisation is what an individual needs to be according to his potential. They also said that ongoing monitoring and feedback is crucial because it is for learning and correcting mistakes. So the researchers recommend and refer to that monitoring continues to be carried out so that the learning process continues well so that it produces better output.

Both course heads stated that overall performance appraisal is critical and beneficial because employees can input and can develop themselves. Then the researchers recommend and refer to continue to provide opportunities for teachers to learn and actualise themselves.

## **Conclusion**

Based on these results, we can conclude that performance management consists of eight stages. The eight stages of performance management are the Organisation's Strategic Mission and Objectives, Institutional Plans and Objectives, Performance and Development Plans, Performance and Development Agreements, Work and Development Actions, Continuous Monitoring and Feedback, Formal Review and Feedback, and Overall Performance Assessment. Each stage has a number of aspects that vary in number and have also been carried out by the two course heads. In practice, each course head has a variety of understanding and experience of the eight stages. Some aspects are understood equally by the two course heads. However, there are several other aspects that are understood differently. In some aspects, the course head responds in accordance with the expectations of performance management. But in several other aspects, the course head gave a response that was not in line with the expectations of performance management.

The suitability and discrepancy expressed by the course head in implementing performance management in the institution he leads is something realistic. The researchers confirm the suitability and the discrepancy by reviewing the theory and relevant research results. The results of the confirmation, indicate that this aspect of temporary performance management is sufficient and appropriate to be applied in the course institutions. This is because existing theories and research results support it. Nevertheless, it is possible that in the future, the discipline of performance management will develop again according to the needs and environmental conditions that are constantly changing dynamically.



Researchers advise scientists, academics and institutions to appreciate and follow up on the phenomenon of the development of new disciplines.

## REFERENCES

- Aguinis, Herman. (2013). *Performance Management*. New Jersey Pearson.
- Anggraini, W. W. (2018). Efektivitas Program Pendidikan Luar Sekolah Dalam Kejar Paket C Di Pusat Kegiatan Belajar Masyarakat “Variant Centre” Kelurahan Petemon Kecamatan Sawahan Kota Surabaya. *Jurnal Aplikasi Administrasi*, 20(1), 39-51.
- Alkabi, M., K., B. (2020). Management of higher containment and its effect in promoting organisational commitment. *International Journal of Innovation, Creativity, and Change*. Vol (12):1
- Amstrong, M dan Baron, A. (1998). *Performance management*. Hand book. IPM, London
- Armstrong, Michael. (2009). *Armstrong’s handbook of Human Resource Management Practice 11th Edition*. United Kingdom: Kogan Page.
- Baird L. (1986). *America in Crisis St. Clair Management and Organisational Behavior Series Wiley series in management*
- Bogdan, R. C. and Biklen. (1982). *Qualitative Research for Education*.
- Edwin B. Flippo. (1999). *Principles of Personal Management*. Mc. Graw Hill Book Company, Inc, New York- Toronto-London.
- Farchan, F. (2018). Strategi msdm sebuah cara menciptakan kinerja organisasi dalam mencapai keunggulan bersaing. *Risâlah, Jurnal Pendidikan dan Studi Islam*, 4(1, March), 42-52.
- Gibson, James L. (1997). *Organisasi*. Jakarta: Erlangga.
- Hamid, A. N. (2016). Makna kompetensi emosi bagi manajer dalam pengambilan keputusan. *Publikasi Pendidikan: Jurnal Pemikiran, Penelitian dan Pengabdian Masyarakat Bidang Pendidikan*, 6(2).
- Hasley, George. D. (1992). *Bagaimana Memimpin dan Mengawasi Pegawai Anda*. Jakarta: Rineka Cipta.
- Kreitner, Robert dan Angelo Kinicki. (2014). *Perilaku Organisasi. Edisi 9*. Buku 1. Jakarta: Salemba Empat.
- Kurniawati, P. I., & Sayuti, S. A. (2013). Manajemen Sarana dan Prasarana di SMK N 1 Kasihan Bantul. *Jurnal Akuntabilitas Manajemen Pendidikan*, 1(1), 98-108.



- Leman. (2007). *Manajemen Waktu yang Efektif*. Jakarta: Gramedia Pustaka Utama.
- Lindren, Henry C. (1972). *Psychology in the Class Room*. New York: Modern Asia edition.
- Made Pidarta. (1988). *Manajemen Pendidikan*. Jakarta: PT. Bina Aksara.
- Miles, M.B, Huberman, A.M, dan Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press.
- Newstrom dan Davis. (1997). *Human Behavior at work: Organisational Behaviour*. Singapore: McGraw-Hill Inc.
- Nurliani, N. (2016). Studi Psikologi Pendidikan. *Jurnal As-Salam*, 1(2), 39-51.
- Pardanus, R. H. (2017). Analisis dan perancangan sistem informasi akademik berbasis sms. *Engineering Education Journal-E2J*, 5(1).
- Patton, QM. (1990). *Qualitative Evaluation and research methods*. CA sage Publications, Newbury Park.
- Pribadi, M. L., & Herlena, B. (2016). Peran Budaya Organisasi terhadap Disiplin Kerja Karyawan Direktorat Produksi PT Krakatau Steel (Persero) Tbk Cilegon. *Psychopathic: Jurnal Ilmiah Psikologi*, 3(2), 225-234.
- Riyanto, Yatim dan Oktariyanda, Trena. (2016). *Metodologi Penelitian Kualitatif dan Kuantitatif*. Surabaya. Unipress IKIP Surabaya.
- Schultz, Duane P. & Sydney Ellen Schultz. (1994). *Psychology and Work Today: An Introduction to Industrial and Organisational Psychology*. 6th edition. New York: Macmillan.
- Siswanto. (2012). *Bimbingan Sosial (Warga Belajar Pendidikan Nonformal)*. Semarang: UNNES.
- Stone, Raymond J. (2019). *Human Resources Management*. Fifth Edition. Australia, Willey.
- Sudarsana, I. K. (2016). Peningkatan mutu pendidikan luar sekolah dalam upayapembangunan sumber daya manusia. *Jurnal Penjaminan Mutu*, 1(1), 1-14.
- Wardiningsih, S. S. (2012). Perkembangan Teknologi Dan Sistem Informasi Untuk Peningkatan E-Government Dalam Pelayanan Publik. *Jurnal akuntansi dan Sistem Teknologi Informasi*, 7(1).
- Wijaya, D. (2009). Manajemen Sumber Daya Manusia Pendidikan Berbasis Kompetensi Guru dalam Rangka Membangun Keunggulan Bersaing Sekolah. *Jurnal Pendidikan Penabur*, 12(8), 84.



Wlodkowski, J. Raymond & H. Jaynes, Judith. (2004). *Motivasi Belajar*. Eager to Learn. Jakarta: Cerdas Pustaka.

Yin, R. K., (2015). *Studi Kasus: Desain & Metode*. Jakarta: PT Raja Grafindo Persada.