ATTITUDES, ABILITIES, AND MOTIVATION ON THE PERFORMANCE ACHIEVEMENT OF FLIGHT
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ABSTRACT

The purpose of this study was to describe the flight instructor's commitment to the attitude, cognitive abilities, and of leadership motivation in an effort to improve the Flight Instructor Performance Achievement at API Banyuwangi. The method used in this research is qualitative which 30 flight instructors. The results showed in an effort to improve the performance of Flight Instructors was by building a commitment attitude, which included affective commitment, cognitive management ability is shown by using his intellect in carrying out tasks in the field of aviation and leadership motivation, namely creating two-way communication mainly vertical and horizontal.

INTRODUCTION

Recently, many researchers have talked about national education, which has been unsatisfactory in its implementation [1]. This reason is related to the programs that have been prepared cannot be implemented comprehensively by the teachers in each country, especially in Indonesia.

The implementation of national education still shows less encouraging results, still less meaningful in terms of the growth and development of the capabilities, character, attitudes and behavior of the Indonesian nation as aspired by the nation's founders. In the past, various policies and national development strategies were not directed at the development of Indonesian people who have the ability to support the formation of a society that is advanced, democratic and has high national resilience.

Educational institutions in Indonesia in building a nation originating from various ethnicities, religions and races unconsciously only function as institutions for presenting knowledge [2]. The civilization process in building the nation's civilization seems to be still difficult and ineffective, so the quality of the results is still low. Not except for the influence of education in the military environment, especially pilot education, which is full of things that challenge and stimulate the brain (cognitive), touch and move the heart (affective), and encourage students to carry out risky activities (psychomotor) which still need attention so that various imitability can be instilled. Flight Instructors (IP) as flying teachers are no different from other teachers or lecturers, who have a moral responsibility to guide their students. The IPs are required to be committed to their educational institutions, and have the ability to manage their students, and understand the meaning of leadership from their superiors.

With the advancement of technology, aviation as a logical consequence of global change, educational institutions need to pay attention to recruitment patterns that reflect the qualifications of IP requirements based on the demands of a management system standard operating procedure (SOP) where IP's position becomes increasingly strategic in a long-term perspective to inspire and motivate all child dynamics. Students face the future challenges of the nation [3]. Qualified educators will produce quality students, become the foundation of the students' hopes so that IP should be seen professionally as a pilot officer position. IPs acquire expertise as instructors after taking debriefing through a flight instructor school (SIP) which is packaged in a curriculum and strict flight schedules.

It is hoped that from the results of the SIP Education, commitment, managerial ability, and understanding of superior policies will be able to improve optimal, integrated, and complementary work performance. This product can be realized in the form of student teaching and accountability to school institutions and in turn, these educated pilot officers can replace senior TNI leaders and national leaders.

MATERIALS AND METHODS

Flight Instructor (IP) Performance
Performance must be reviewed from various measures within a time frame. The ineffective performance of each level is a sign for management to take action. Improvement which entirely focuses on elements of organizational behavior. According to Gibsom, Ivancevich, & Donelly [4] explains that individual work performance contributes to group achievement, which in turn contributes to organizational achievement, meaning that in an effective organization, management helps create positive synergies, namely that overall achievement will be greater when compared to portions alone.

It is different with Cannon & Edmondson [5] who said that a successful organization needs an organizing system that is dynamic, close to customers, and immediately has the courage to increase value and quality at a low cost. Systems and processes should be directed to add value and not easily add to the costs of supervision, inspection and supervision, essentially requiring costs that do not contribute value, even reducing the money that could otherwise be saved.

Flight Instructor is a functional position of military teacher in the Indonesian Air Force as an educator with flying engineering skills who are then able to transfer their flying knowledge to the pilot students they teach. The success of a pilot instructor in carrying out flying teaching assignments is determined by work performance in flight development, classroom development, and understanding of organizational

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complexity, driving students, having initiative, being creative, having good relationships with other IP colleagues, and being able to develop themselves personally [6].

Commitment

According to Harwiki [7] that organizational commitment is a reflection of where an employee recognizes the organization and is bound to its goals. This is an important work attitude because committed people are expected to demonstrate their availability to work harder to achieve organizational goals and have a greater desire to stay in a company. Then, according to Emery & Barker [8] states that organizational commitment is a psychological bond for employees characterized by strong trust and acceptance of the goals and values of the organization, a willingness to strive for the achievement of organizational interests and the desire to maintain their position as a member of the organization.

Meanwhile, according to Brown [9], organizational commitment is a reflection of employee loyalty and a continuous process in which organizational members express their concern for the organization and their belief in accepting organizational values and goals. According to Meyer and Allen [10], organizational commitment is a condition in which an employee sides with the goals of the organization and has the desire to maintain his membership in the organization. Meyer & Allen [10] explains that organizational commitment can be defined as the extent to which an employee experiences a sense of unity with their organization. Furthermore, organizational commitment is also an individual willingness to be with an organization which has three main characteristics, namely affective commitment, continuance commitment, and normative commitment.

Management Cognitive Ability

Management cognitive abilities are a combination of cognitive and management abilities [11]. Ability according to Bloom is defined as the level of competition shown by someone with good knowledge, comprehension, application, analysis, synthesis, and evaluation. In order to reveal that the mastery of the material is not operational enough, it is necessary to use writing items that are expressed in different cognitive levels. Guidelines in determining the level of competency of test items by Bloom and colleagues are classified into three areas (domains) of behavior, namely: 1) affective area containing matters relating to interests and talents; 2) cognitive area regarding intellectual aspects or thinking functions; 3) psychomotor area regarding aspects of motor skills. In the discussion of achievement we only focus on the cognitive area. This cognitive ability is hierarchical, meaning that the first ability must be mastered before mastering the second ability. The second ability must be mastered before mastering the third.

Furthermore, to measure the mastery of material that is already known according to the Air Force Manual in the Selection of Teaching Methods, the cognitive area is a choice for the level of intellectual or thought function. For the low level, the level of knowledge is used as well as recalling facts or theories. Comprehension level is used to see relationships, concepts, and obstacles, which are characterized by explanations, interpretations and predictions of the future. For a high level, Air Force Manual (AFM) divides it into applications, namely applying rules, methods, concepts, principles, and theories. Analysis, the ability to analyze into parts including identification of sections, relationships between sections, and regarding organizational rules. Synthesis, the ability to put back in a new form, for example an operating plan. Evaluation, the ability to evaluate the value for a purpose.

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Leader motivation

Gary Yulk [12] noted several opinions, that leadership is defined as individual behavior in leading the activities of a group to a common goal. Leadership is interpersonal influence, which is exercised in a certain situation, and is directed through the communication process towards the achievement of one or more specific goals [13]. There is also a different definition of leadership according to Stogdill [14], that leadership is the initial formation and maintenance of structure in expectations and interactions.

Meanwhile, Meyer et al [15] state that giving encouragement as a form of motivation is important to increase employee morale so that they can achieve the desired results. The relationship between motivation, work passion and optimal results has a linear form in the sense that by providing good work motivation, the employee's work passion will increase and the work results will be optimal in accordance with the set performance standards.

The research method in this study is qualitative research involving an interpretive-naturalistic approach, as quoted by John W. Creswell, Denzin and Lincoln who also provide a definition of qualitative research, namely research activities arranged in such a way as to place the researcher in the world being observed. Qualitative research consists of interpretive materials that make the observed world appear real through a series of representations that include field notes, interviews, conversations, photographs, recordings and personal memos.

The population in this study were all API Banyuwangi flight instructors. For the research subjects, 30 API Banyuwangi flight instructors were selected by locus. The affordable population is all IPs in TNI units, and especially those who are still fit to fly give instructions.

Referring to Ajayi, the researcher agrees that the primary primary data source of this study comes from informants and key informants obtained through surveys, observations, interviews and documentation. Secondary data sources may refer to government publications, websites, books, journal articles, internal records, and so on. Creswell also emphasized that qualitative data sources are usually collected from various forms of data collection such as interviews, observations and documents, rather than relying on a single data source. The process of qualitative data analysis involves organizing data, initial reading through a database, coding and organizing themes, presenting data, and interpreting the data that has been obtained. These five steps are interrelated and form a spiral of activities that are all related to data analysis and representation.

In this case the researcher took the validation synthesis agreed upon by Whittemore, Chase, and Mandle who analyzed 13 writings on validation. The three of them divide the validation criteria into primary and secondary criteria. Primary criteria; credibility, originality, criticality and integrity. Meanwhile, the secondary criteria are related to simplicity, clarity, creativity, thoroughness, suitability, and sensitivity.

RESULTS AND DISCUSSION
Flight Instructor's Commitment Attitude

Based on the results of the research, it shows that the success of the Banyuwangi Indonesian Aviation Academy in an effort to improve the performance of Aviation Instructors is by building commitment, which includes affective commitment, continuance commitment, and normative commitment. In addition, commitment building is at the heart of managing the human aspects of an organization, as well as a

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single-dimensional concept. The results of this study support the theory of Mayyer & Allen [15] which states that affective commitment, continuance commitment, and normative commitment are the keys to the success of performance improvement

Flight instructor management cognitive abilities
Cognitive management is the individual's capacity to use intellect and physicality in carrying out various managerial tasks which are implemented in the form of critical and analytical thinking, coordinating task implementation, mobilizing, coaching, evaluating, developing programs, and structuring institutional management.

Besides that, the flight instructor's cognitive management ability is shown by using his intellect and physicality in carrying out tasks in the field of aviation. In the initial phase, IP was seen preparing educational programs for both flight development and class development, compiling curricula and schedules by considering the time allocation for the number of online aircraft, avoiding overlapping because many kinds of IP education coordinate the number of aircraft available. For the evaluation of learning outcomes, the results of daily and final phase assessments are collected for flight development and classroom assessment. Furthermore, IP is still developing school programs to anticipate global change.

The research findings above support Thompson et al [16] which argues that before someone can be accepted to do a job, the identification of job requirements such as knowledge, expertise and abilities must be determined first. Ability shows the physical and mental capacities needed to carry out the task and not the requirements for the use of equipment or machines.

Leadership Motivation in an effort to improve Flight Instructor Job Performance
The role of the leader in motivating employee performance is one of the most important elements in an organization. Because an organization is a place where humans gather, work together to achieve a specific goal. The more individuals involved in it, the more complex the organization will be. Meanwhile, in the implementation of an activity within the organization, there is always a delegation of tasks from a leader to his subordinates. This delegation of tasks is intended to simplify and speed up the process of completing all the activities of the organization. To carry out the tasks assigned by the leadership to the employees' subordinates, they must be able to complete the task properly in the sense that they must be accompanied by high skill, discipline and responsibility. If this situation can be created then of course it will affect the performance results of employees.

To achieve organizational goals, it is expected that a leader must have a role in determining the back and forth of an organization. The role of a leader in an organization, namely to stimulate the work of employees in carrying out the tasks assigned to them so that the goals of the organization can be achieved properly. Motivation has a very close relationship and is very important for a leader in organizations. The purpose of motivation is to move, direct and manage all the potential that is in the employee to reach the optimal point according to the ability of the employee. For a leader in mobilizing employees to achieve maximum results, a humane approach is needed to produce good performance.

Besides that, the role of leadership motivation in this study can also create two-way communication (vertical and horizontal) so as to build teamwork relationships and pay attention to the rights and obligations of employees, namely salary or honorarium, then give rewards for the efforts and hard work of employees, and recommends proposals for promotion and position. Besides that, it also looks at every problem

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faced by employees, provides adequate facilities and infrastructure, gives employees the opportunity to rest with justifiable reasons, and also gives employees the opportunity to worship according to their respective beliefs, then celebrate religious holidays.

In addition, the results of the study also show that the motivation given by the leader makes the morale of employees at the Banyuwangi Indonesian Aviation Academy, especially the Flight Instructors, increases, teamwork is more compact and has loyalty towards the goals to be achieved.

The results of this study support the theory of Meyer et al [15] which states that giving encouragement as a form of motivation is important to increase employee morale so that they can achieve the desired results. The relationship between motivation, work passion and optimal results has a linear form in the sense that by providing good work motivation, the employee's work passion will increase and the work results will be optimal in accordance with the set performance standards.

CONCLUSIONS

To sum up, we conclude that to improve the Flight Instructor Performance Achievement at API Banyuwangi by building a commitment attitude, which included affective commitment, continuance commitment, and normative commitment. In addition, the flight instructor's cognitive management ability is shown by using his intellect and physicality in carrying out tasks in the field of aviation. Furthermore, in terms of the role of leadership motivation, namely creating two-way communication (vertical and horizontal) so as to build teamwork relationships and pay attention to the rights and obligations of employees, namely salary or honorarium, then provide rewards for the efforts and hard work of employees, and recommend proposal for promotion and position.

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