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Factors influencing the performance of agricultural extenders in East Ogan Komering Ulu District

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ABSTRACT

This research aimed to analyze the factors that influenced the performance of agricultural instructors in East Ogan Komering Ulu Regency. The type of research used in this study was a quantitative descriptive method. The data analysis used in this research was multiple regression analysis. The research results showed that the factors influencing the performance of agricultural instructors in East Ogan Komering Ulu Regency were farmer age, gender, work experience, work distance, and education level. The results of the analysis of the coefficient of determination showed that the factors of farmer age, education, work experience, work distance, and education level were 84.7%, and the remainder was influenced by other factors outside the variables of this research. Simultaneous test results showed that the variables farmer age, education, work experience, work distance, and education level had a very real influence on the performance of agricultural instructors in East OKU Regency. Partial test results for all variables had a significant effect on the performance of agricultural instructors in East OKU Regency.

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INTRODUCTION

The agricultural sector has an important role in supporting the national economy. The role of the agricultural sector has been proven several times to be a bulwark to save the country's economy, as proven by the 1998 monetary crisis. The agricultural sector can survive and become a buffer for other sectors experiencing setbacks (Wibowo et al., 2020). Future agricultural development is expected to make a greater contribution to increasing national economic growth (pro-growth), creating jobs for rural residents (pro-job), reducing poverty (pro-poor), and preserving the environment (pro-environment), with the agricultural vision 2022- 2023, namely the realization of superior, sustainable industrial agriculture based on local resources to increase food independence, added value, competitiveness, and farmer welfare.

To increase the contribution of the agricultural sector to national development, the Ministry of Agriculture has established 4 (four) successes in agricultural development, namely

achieving self-sufficiency and sustainable self-sufficiency, increasing food diversification, increasing added value, competitiveness and exports, and increasing farmer welfare. To realize these four successes in agricultural development, quality, reliable human resources with managerial, entrepreneurial, and business organizational skills are needed so that agricultural development actors can build their businesses from upstream to downstream (Nurfitriani et al., 2021).

Agricultural extension workers play an important role in agriculture to realize activities carried out by farmers with developed knowledge and technology so that they can be practiced by farmers to increase agricultural productivity. The success of extension activities is also determined by the support of the extension workforce in carrying out extension services according to farmers' needs (Sudarso et al., 2021). Extender is non-formal education which is a combination of activities to arouse interest or desire, disseminate knowledge or skills and abilities, and generate community self-reliance so that it is hoped that there will be changes in behavior, attitudes, actions, and knowledge, which in the end can increase community self-reliance because of that extension Agriculture can be interpreted as non-formal education for farmers and their families so that they are willing and able to improve their level of welfare and as non-formal education, agricultural extenders have great potential to expand the reach of education for rural communities because of the limited gender available in the same time in improving their standard of living (Lasut et al., 2019).

Field Agricultural Extenders (PPL) are officers from the city/district Agricultural Service who are assigned to provide direction, coaching, and counseling in the agricultural sector on a sub-district administrative basis. The number of agricultural extenders in East OKU Regency based on each sub-district is 92 people. There are 59 agricultural extenders with PNS status and 3 PPPK people. Then 70 agricultural extenders have a Bachelor's educational background, 7 people with D III and 15 people with high school education. This shows that on average agricultural extenders in East OKU Regency have a fairly good level of education. The performance of extension workers in East OKU Regency is quite optimal, this is because the educational background of the extenders and the competencies they follow are in accordance with the extenders' latest education so that the extenders are able to overcome farmers' problems, one of which is caused by weather or farmers' lack of understanding of technology. The performance of East OKU Regency agricultural extenders can also be seen from the increase in agricultural production in East OKU Regency. In 2021, rice production in East OKU will be 574,966 tons GKG and will be 701,510 tons GKG in 2022 or an increase of 22 percent. Of the 514 districts/cities throughout Indonesia, only 20 regions are national food buffers, one of which is East OKU Regency.

The successful performance of agricultural extenders is supported by several factors, namely age, education, length of service, and number of dependents. Apart from these factors, other factors also influence the performance of agricultural extenders, namely facilities, distance to residence, incentives and intensity (Wicaksono & Purnomo, 2020). Age plays a role in productivity which supports the performance of extenders. Armed with education, agricultural extenders will make it easier for agricultural extenders to act as a driving force and enabler of the potential capabilities of human resources in carrying out their work performance. The relatively long working period of agricultural extenders will support the performance of agricultural extenders. As well as the number of dependents, and the large number of family members who live will be the motivation for the agricultural extenders themself. Incentives and intensity of agricultural extenders that are motivating and positive will also support the performance of agricultural extenders. Agricultural extenders who have complete facilities will facilitate or facilitate the implementation of extension services. Agricultural extenders who live close to each other will be able to communicate and visit farmers. The relationship between factors that influence the performance of agricultural extenders (Ullah et al., 2020).

The main problem that often occurs with extension workers and needs to be improved is the low quality and quantity of extension workers, such as the ability of extension workers to disseminate information to assisted farmers (including in East OKU district). In addition, the ability of extenders to utilize agricultural extension media is still very limited. So far, the implementation of outreach has been limited to routine meetings with farmers and direct discussions without using media, either print or electronic. This is due to the lack of education and training for extension workers, the training that is carried out is only about new training methods or materials and can only be attended by a few extension workers so not all extension workers get the opportunity to take part in education and training.

The perceived role of extension workers is still very lacking. Extension agents only act as transmitters of information and listeners for farmers. In fact, extension workers have a dual role, namely as initiators, motivators, facilitators, as teachers and as agents of change. An obstacle also experienced by extension workers in implementing extension services is the lack of response from the farmers themselves. Some farmers are passive and do not want to cooperate well with extension workers. There are even farmers who do not participate in extension activities, especially farmers who are not involved in farmer group activities. Based on the condition of the performance of extenders and various operational problems in the implementation of agricultural extenders in East OKU Regency, more in-depth research and study is needed to obtain an overview of the factors that influence the performance of agricultural extenders agents in East Ogan Komering Ulu Regency.

Based on research conducted by (Mahyuddin et al., 2019), it showed that the performance of agricultural instructors in East Aceh Regency was influenced by age, education and experience by 35% and the remaining 65% is influenced by other factors outside the variables of this research. According to Arifianto et al., (2018) education had a significant influence on the performance of agricultural instructors and had a significant indirect impact on their effectiveness. Other research found that supporting performance includeed age and education level (S. S. Harahap, 2019). (Sudarso et al., 2021)found that age and level of education partially did not have a significant effect on performance, but simultaneously had an effect on performance. Based on the research above, it could be seen that the author chose the title "Factors that Influence the Performance of Agricultural Instructors in East Ogan Komering Ulu Regency" as an adoption of the research mentioned previously. Several previous studies used the same analysis, however, the differences lied in the research location, inclusion of new variables and research time.

RESEARCH METHOD

The research method used in this research was the survey method. The survey method was used to obtain data from certain natural (not artificial) places, but researchers carried out treatments in collecting data, for example by distributing questionnaires, tests, and interviews (Sugiyono, 2020). The sampling method used in this research was a saturated sampling technique. According to saturated sampling technique is a sampling technique where all members of the population are used as samples. The population taken as a sample or example in this research were all agricultural extenders in East OKU Regency, totaling 92 people.

Data collection techniques were used to collect data according to research procedures so that the required data was obtained. Data collection techniques are the most strategic step in research, because the main aim of research is to collect data. Data collection techniques in this research used interviews, questionnaires and documentation methods (Sugiyono, 2020).

The data processing technique in this research used computational calculations from the SPSS (Statistical Product and Service Solution) program because this program had quite high statistical analysis capabilities and a data management system in a graphical environment using descriptive menus and simple dialog boxes, so it was easy to understand how to do it. its

operation. This research's multiple linear regression model could be formulated as follows (Algifari, 2020).

$$Y = a + b1X1 + b2X2 + b3X3 + b4X4 + b5X5 + e\ldots$$

Where:

Y = Extension Performance ((Category: Low=0, Medium=1, and High=3)
X1 = Age (Years)
X2 = Gender (Dummy)
X3 = Work Experience (Years)
X4 = Working Area Distance (Km)
X5 = Education Level (Years)
b1-b2-b3-b4-b5 = Regression Coefficient
a = Constant
e = Residual or Error

RESULTS AND DISCUSSIONS

Performance of East Ogan Komering Ulu Regency Agricultural Instructors Based on Age, Gender, Work Experience, Distance to Extension Location, and Education Level

Based on Age

The results of the questionnaire regarding the performance of agricultural instructors based on the instructor's age showed that 32 respondents or 34.78 stated that they strongly disagreed that age and performance were interrelated, namely that performance decreased with increasing age. And as many as 23 respondents or 25% said they did not agree that age and performance were interrelated, namely that performance decreased with increasing age.

A total of 35 respondents or 38.04 stated that they strongly disagreed that a person's skill, speed, power, would decrease over time. As many as 24 respondents or 26.09% stated that they did not agree that a person's skills, speed, energy, would decrease over time. A total of 45 respondents or 48.91 stated that they strongly agreed that the level of performance tends to increase in professionals with increasing age. And as many as 14 respondents or 15.22% agreed that the level of performance tend to increase in professionals with increasing age. A total of 35 respondents or 38.04 stated that they strongly agreed that the level of emotional stability was better compared to young people. And as many as 25 respondents or 27.17% agreed that the level of emotional stability was better compared to young people.

This proved that even though the extenders' age increases, this would not reduce the instructor's performance, the more mature the agricultural extenders, the more the extenders' performance would increase. On average, East OKU Regency agricultural extenders were of productive age. Productive age was a person who could still work well to achieve extension targets optimally and was able to solve problems experienced by farmers. This was supported by the opinion of (Lubis, 2020) who stated that age is a determinant of individual performance, namely that individual performance will gradually increase or decrease with age depending on their work.

By Gender

The results of the questionnaire regarding the performance of agricultural instructors based on gender showed that gender could influence the performance of agricultural extenders in East OKU Regency. Gender was a determining factor in work. Men generally had stronger physical abilities than women. Ufuophu-Biri and Iwu (2022), stated that gender is a variable that really determines employee motivation and performance. This was confirmed by research by (Refiswal, 2020) who found that gender has a significant influence on employee performance, especially in work areas with an industrial or manufacturing background. However, research by Lasut et al.,

(2019) and Wibowo & Haryanto (2020) stated that there is no significant difference between gender and employees' performance in administrative work areas. This illustrates that the influence of gender on performance was greatly influenced by the field of work undertaken. In this research, work as an agricultural extenders was a very flexible job because in general, extenders were required to make frequent field visits, but at the same time, extenders also had to do administrative work.

Based on Work Experience

The results of the questionnaire regarding the performance of agricultural instructors based on work experience showed that work experience could influence the performance of agricultural instructors in East OKU Regency. Work experience played an important role in shaping a person's performance. Extension workers as field implementers who had quality experience and had personal maturity would be better at responding to things related to work than those who did not have experience (Esthi & Savhira, 2019). Quality experience was defined as a continuous attitude to carry out work and complete responsibilities in accordance with work provisions and standards (Darmawan & Mardikaningsih, 2021). In everyday life, experience was assumed to be visible from a person's age because as age increases, a person's knowledge and maturity got better and this should be the main supporting factor in carrying out obligations (Lesmana & Imaningtias, 2019). A person's knowledge about work will increase as they get older and their perception of a problem will become wiser. (Valero, 2021). Extension workers who have a longer working period become the attention and role models for those who are more junior (Nguyen et al., 2020). Their behavior is observed and they are generally expected to provide advice based on their experience and knowledge (Arifin et al., 2017). Extension workers who had experience should have performance that was worthy of being used as a benchmark for those who did not have experience. A study shows that experience plays a significant role in a person's performance (Kotur & Anbazhagan, 2020).

Based on Distance to Work Location

The results of the questionnaire regarding the performance of agricultural extenders based on distance from work location showed that distance from work location could influence the performance of agricultural extenders in East OKU Regency. The distance to where the agricultural instructor lives was related to the smooth mobility of the instructor in carrying out his activities to increase the success of farmers in managing their business, so that distance influenced the performance of the extenders himself. Agricultural extension workers were people who worked in the field of agricultural extension. The implementation of agricultural extension activities did not always go according to what was previously planned. Where there were obstacles faced by the extension workers, such as the distance between the residence and the location of the extension activity, the instructor must travel from home to the extension location as far as 5-30 km and the roads that were traversed had many potholes/damage, which hindered the travel of agricultural extenders and time efficiency was very difficult. in carrying out outreach activities. According to (Lesmana & Imaningtias, 2019), the successful performance of agricultural instructors is supported by several factors, namely age, education, length of service, number of dependents. Apart from these factors, there are other factors that also influence the performance of agricultural instructors, namely facilities, distance from residence, incentives and intensity. Agricultural instructors who live close to each other will be able to communicate and visit farmers. The relationship between factors that influence the performance of agricultural instructors and vice versa.

Based on Education Level

The results of the questionnaire regarding the performance of agricultural instructors based on education level showed that the level of education can influence the performance of agricultural extenders in East OKU Regency. Education for the work of agricultural extenders was

very important, where in their work or implementation of their duties, instructors must be able to follow developments in science and technology in the agricultural sector, as extension material for farmers and their families, acting as main actors and business actors. The extension material provided must be adapted to farmers' needs, so that farmers could accept and adopt the technology provided by field agricultural extenders (Dahlan, 2020). A successful extension agent is one who is able to design and implement learning programs, materials and methods according to the conditions and characteristics of farmers. Agricultural extenders must be capable in the aspects of leadership, communication, technology dissemination and the technical fields that will be provided.

Performance of East OKU Regency Agricultural Extension Officers

Table 1 Performance of East OKU Regency Agricultural Extension Officers in 2023

No	Range	Category	Frequency	Percentae
1	13-26	Low	0	0,00
2	27-39	Moderate	12	13,04
3	40-52	Height	80	86,96
Total			92	100

Source: processed primary data, 2023

Based on Table 1, it was known that the average score for all respondents was between 40-52, where this score was in the high category, this meant that agricultural instructors in East OKU Regency could be said to be very good even though there were still a few efforts that must/needed to be improved. In terms of indicators, the arrangement of agricultural extension programs in accordance with farmers' needs, the preparation of agricultural extension worker plans in their respective work areas and the availability of regional map data for the development of location-specific technology in accordance with the regionalization of superior commodities, was not only assessed from the eyes of farmers but also from the extension coordinators/superiors. join in the assessment. According to the extension coordinator/superior, these three indicators had been implemented. This was proven by the existence of extension programs that were designed every year, where in these programs there were extension programs, work plans and regional map data according to superior commodities. Apart from that, extension workers went directly to the field to provide guidance and direction to farmers. For example, extension workers helped farmers eradicate rat pests that disturbed rice fields.

Validity and Reliability Test

Before carrying out data analysis on the data results obtained from primary data, it was necessary to test the validity and reliability of the questionnaire used in this research. The validity and reliability test calculations were carried out using the SPSS 16 program. Based on the results of the validity test on 30 respondents, it was found that the value of the Pearson Product Moment correlation coefficient (rcount) for each statement item was compared with rtable (0.2185). So rcount > rtable (0.2185) so it could be concluded that each statement item used is valid. Based on the results of the reliability test, it could be concluded that the reliability of the agricultural instructor performance measuring instrument was stated to be good because the reliability value is above 0.8. This meant that all items were reliable and all tests were consistent because they had strong reliability.

Classic assumption test

If a study uses multiple linear regression analysis, then apart from the t test, F test and analysis of the coefficient of determination a classic assumption test must be carried out which consists of:

a. Normality Test

In the research, the data normality test used was the Kolmogorov-Smirnov statistical test. Based on the output results, it was found that the Sig value was greater than 0.05 (0.200 > 0.05), so it could be concluded that the data was normally distributed.

b. Multicollinearity Test

The multicollinearity test aims to determine whether the regression model found a correlation between the independent variables. A good regression model should have no correlation between the independent variables. Based on the processing results obtained from the SPSS output, the VIF value of the variable age (X1) is 7.421, gender (X2) is 9.657, work experience (X3) is 2.687, distance to work area (X4) is 1.044, and education level (X5) amounting to 1,047. The VIF values for these three variables are below 10. Meanwhile, the tolerance value. The tolerance value for 5 variables is below 0.10. This shows that between the independent variables there is no correlation or multicollinearity in the regression model.

c. Heteroscedasticity

To detect the presence or absence of heteroscedasticity, use the Glejser Test method, namely by regressing the absolute value of the residual on the independent variable, so that it can be seen whether there is a 5% degree of confidence. If the significance value of the independent variable is >0.05 then heteroscedasticity does not occur. Conversely, if the significance value of the independent variable is <0.05 then heteroscedasticity occurs. Based on the results of calculations using SPSS 16, it is known that the significance value of 5 variables is greater than 0.05, so there is no heteroscedasticity in all variables.

Analysis of factors influencing the performance of agricultural instructors in East Ogan Komering Ulu Regency

The factors age (X1), gender (X2), work experience (X3), distance to work area (X4), and level of education (X5) are factors that influence the performance of agricultural instructors in East OKU Regency. To determine the magnitude of this influence, it was analyzed using Multiple Linear Regression. From the results of the analysis, the Multiple Linear Regression equation is obtained as follows:

$$Y = 39.604 + 0.903\ X1 + 1.037\ X2 + 0.906\ X3 - 0.057\ X4 + 0.599$$

From the equation above it can be concluded that (a) The constant value of 39.604 is positive. This shows that if there are no variables age (X1), gender (X2), work experience (X3), distance from work area (X4), and education level (X5) or have a value of zero, then the performance of agricultural instructors in Ogan Komering Ulu Regency East will decrease by 39,604 units. (b) The regression coefficient X1 value of 0.903 is positive, shows that if the age of agricultural instructors increases by one year, the performance of agricultural instructors in East Ogan Komering Ulu Regency will experience an increase of 0.903 units assuming that the variables gender (X2), work experience (X3), distance to work area (X4), and education level (X5) are considered constant. (c) The regression coefficient value for the sex of the instructor is 1.037 and is positive, indicating that if the agricultural gender is male, the performance of agricultural instructors in East Ogan Komering Ulu Regency will increase by 1.037 units with the assumption that the variables are age (X1), work experience (X3), distance to work area (X4), and education level (X5) are considered constant. (d) The regression coefficient X3 value of 0.906 is positive, shows that if the work experience of agricultural instructors increases by one year, the performance of agricultural instructors will increase by 0.906 units assuming that the variables are age (X1), gender (X2), work experience (X3), distance from work area (X4), and level of education (X5) is

considered fixed. (e) The X4 regression coefficient value of -0.057 is negative, shows that the longer the distance traveled, the performance of the instructor will decrease by 0.057 units with the assumption that the variables age (X1), gender (X2), work experience (X3), and education level (X5) are considered constant. (f) The X5 regression coefficient value of 0.599 is positive, shows that if the education level variable increases by one year, the performance of agricultural instructors will increase by 0.599 units with the assumption that the variables age (X1), gender (X2), work experience (X3), and distance to work area (X4) are considered constant.

Statistic test

Hypothesis testing or statistical testing or also called first order test which consists of the coefficient of determination or also called R^2, F-test or also called simultaneous test, and t-test or individual test The results of statistical tests can be seen in the table 4.8 below.

Table 2. Results of regression analysis of factors influencing the performance of agricultural instructors in East Ogan Komering Ulu Regency

Variabel	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
Constant	39.604	6.491		6.101	.000
Age (X_1)	.903	.898	2.545	2.005	
Gender (X_2)	1.037	1.120	-.618	1.996	.001***
Work Experience (X_3)	.906	.887	-2.587	2.021	.000***
Working Distance (X_4)	-.057	.108	-.057	2.530	.000***
Education Level (X_5)	.599	.438	-.142	2.312	.000***
R. Square		0, 847			
Adjust R. Sequare		0, 21			
F Calculate		32.692			.000***
F Tabel		2, 322			
t Tabel 1 %		1,66298			
t Tabel 5 %		1.98827			

Source: Primary Data Analysis, 2023

Based on the analysis carried out, it can be seen that the value of the coefficient of determination (R2) for the influence of age (X1), gender (X2), work experience (X3), distance to work area (X4), and level of education (X5) on the performance of agricultural instructors in East Ogan Komering Ulu Regency was 0,847 (84.7%). This value shows that the variables age (X1), gender (X2), work experience (X3), distance from work area (X4), and education level (X5) can explain 84.7% of the performance of agricultural instructors in Ogan Regency. East Komering Ulu. Meanwhile, the remaining 15.3% is explained or influenced by other variables not included in the regression model. Based on the performance level of agricultural instructors in East OKU Regency, the performance level of agricultural instructors is very good. With the level of performance of agricultural extension in East OKU Regency already very good, it will also increase farmers' rice production. This shows that agricultural instructors have been able to motivate or encourage farmers to cultivate well. Apart from that, the level of performance of agricultural instructors can be measured by looking at the increase in rice production. Because if farmers' rice production increases, this indicates that the instructor's performance is good.

The results of the F test on the influence of age (X1), gender (X2), work experience (X3), distance from work area (X4), and level of education (X5) on the performance of agricultural instructors in East Ogan Komering Ulu Regency can be stated that there is Simultaneous or joint influence of age (X1), gender (X2), work experience (X3), distance to work area (X4), and level of education (X5) on the performance variable of agricultural instructors in East Ogan Komering Ulu Regency. This is indicated by the calculated F value of 32.692 with a significance level of 0.000.

Where the probability value is smaller than α = 0.05 and the calculated F value is 32,692 > 2,322 F table.

The results of the t test show that the variables age (X1), gender (X2), work experience (X3), distance to work area (X4), and level of education (X5) individually have a significant effect on the performance of agricultural instructors in East Ogan Komering Ulu Regency. The results of the t test show that the variables age (X1), gender (X2), work experience (X3), distance to work area (X4), and level of education (X5) individually have a significant effect on the performance of agricultural instructors in East Ogan Komering Ulu Regency. The agricultural instructor's age variable has a calculated t value > t table, namely 2.005 > 1.98827, which means that the age of the agricultural instructor has a significant effect on the performance of agricultural instructors in East Ogan Komering Ulu Regency at a confidence level of 99%. The regression coefficient for the age of instructors of 0.903 is positive, indicating that if the age of agricultural instructors increases by one year, the performance of agricultural instructors in East Ogan Komering Ulu Regency will increase by 0.903 units assuming the variables gender (X2), work experience (X3), distance work area (X4), and education level (X5) are considered constant. The average age of agricultural instructors in East OKU Regency is 48.53 years in the adult category. When compared to young agricultural instructors, adult agricultural instructors are usually physically less fit but have extensive experience and a growing sense of responsibility (Widakdo et al., 2021).

The variable gender of the agricultural instructor has a t value > t table, namely 1.996 > 1.98827, which means that the gender of the agricultural instructor has a significant effect on the performance of agricultural instructors in East Ogan Komering Ulu Regency at a confidence level of 99%. The regression coefficient for the sex of the instructor is 1.037, which is positive, indicating that if the agricultural gender is male, the performance of agricultural instructors in East Ogan Komering Ulu Regency will increase by 1.037 units with the assumption that the variables are age (X1), work experience (X3), distance. work area (X4), and education level (X5) are considered constant.

The agricultural instructor work experience variable has a calculated t > t table value, namely 2.021 > 1.98827, which means that the agricultural instructor's work experience has a real influence on the performance of agricultural instructors in East Ogan Komering Ulu Regency at a confidence level of 99%. The regression coefficient value work area (X4), and education level (X5) are considered constant. Work experience influences the performance of agricultural instructors, meaning that the longer the tenure of the instructor, the more experienced they will be in solving problems faced by farmers compared to instructors whose tenure is new or less experienced (Hitalessy et al., 2021). Work experience plays an important role in shaping a person's performance. Extension workers as field implementers who have quality experience and have personal maturity will be better at responding to things related to work than those who do not have experience (Abdullah et al., 2021). Quality experience is defined as a continuous attitude to carry out work and complete responsibilities in accordance with work provisions and standards (Nurfitriani et al., 2021). In everyday life, experience is assumed to be visible from a person's age because as age increases, a person's knowledge and maturity gets better and this should be the main supporting factor in carrying out obligations (Nguyen et al., 2020). A person's knowledge about work will increase as they get older and their perception of a problem will become wiser (Roza et al., 2018). Extension workers who have a longer working period become the attention and role models for those who are more junior (Harahap & Yulida, 2020). Their behavior is observed and in general they are expected to provide advice based on their experience and knowledge (Lindung, 2020). Extension workers who have experience should have performance that is worthy of being used as a benchmark for those who do not have experience (Wicaksono & Purnomo, 2020). A study shows that experience plays a significant role in a person's performance (Kotur & Anbazhagan, 2020).

The distance between the instructor's residence and the work area is the distance an instructor travels to arrive at the workplace. According to (Malta, 2020), the distance between an agricultural instructor and the extension worker's work area is divided into 3 categories, namely close if the distance is < 5 km, quite far if the distance is 5 - 10 km and far if the distance is > 10 km. If the distance where the instructor lives is too far from the place where the instructor is working, this is an obstacle that could cause the instructor not to know the problems faced by farmers. The results of the questionnaire showed that the distance between the respondent's residence and the work area with the highest percentage was included in the quite far category with an average respondent answer of 8.8, namely in the range of 5 - 10 Km and included in the quite far category. The distance between the instructor's residence and his/her working area is an obstacle for the instructor because time efficiency is very difficult and the intensity of the instructor's visits to the farmers they support is reduced (Laepo et al., 2022).

The significant relationship between level of education and successful performance shown by this research can occur due to the learning process received by the instructor. A longer period of education tends to enable a person to receive information that is new and useful for themselves and others so that they can solve existing problems more precisely based on the knowledge approach that has been obtained during their education. As we know, education has a positive impact with skills, changes in knowledge for the better and attitudes in dealing with existing problems. This is in accordance with Lunandi's opinion in (Hernanda et al., 2015)which states that education is a planned process to change a person's behavior which is based on changes in knowledge, skills and attitudes. The educational level variable referred to in this research is the length of formal education received by the instructor. Formal education is very beneficial for everyone because formal education is one of the efforts that a person can make to change human behavior for the better in a planned way and process. This is in accordance with (Refiswal, 2020) statement which defines education as an effort to produce changes in human behavior. The formal education a person receives will have a positive impact on a person's performance and achievements because education can improve the quality and quantity of a person in carrying out the tasks given to him. This agrees with (Mangkunegara, 2020) who state that performance (work achievement) is the result of work after the quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him.

CONCLUSION

Factors that influence the performance of agricultural instructors in East Ogan Komering Ulu Regency are farmer age, gender, work experience, work distance and education level. The results of the analysis of the coefficient of determination show that the factors of farmer age, education, work experience, work distance and education level are 84.7% and the remainder is influenced by other factors outside the variables of this research. Simultaneous test results showed that the variables farmer age, education, work experience, work distance and education level had a very real influence on the performance of agricultural instructors in East OKU Regency. Partial test results for all variables have a significant effect on the performance of agricultural instructors in East Ogan Komering Ulu Regency. The implication of the research results is that policy makers at the Banyuwangi Agricultural and Food Extension Service need to improve the performance of instructors by increasing and maintaining the level of competency of agricultural instructors. Developing digital competency of instructors is a basic strategy to achieve sustainable institutional performance of regional agricultural extension services at the Department of Agriculture and Food in optimizing agricultural competitiveness and adapting to developments in the global environment. It is hoped that the results of this research can make a scientific contribution to development of development education science, especially regarding characteristics, competence, motivation, independence and performance of agricultural instructors as wrong an effort to

motivate agricultural instructors to carry out their duties principal and function as an agent of reform in realizing development agriculture which is beneficial in improving the welfare of farmers

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