

Analysis of Competency Development Policy Civil Servants (ASN) at the Staffing Agency Education and Training of Kotamobagu City

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Abstract

Purpose of this research is to describe and analyze managerial competency policies in supporting ASN career development in Kotamobagu City. This is to meet the competency needs of the apparatus in order to realize local government bureaucratic reform through a competency development policy strategy at the Kotamobagu City Education and Training Staffing Agency. This research method uses qualitative data and is described descriptively in the form of written or spoken words from people and observable behavior. Data collection techniques through direct observation and interviews with research subjects. The results showed that the level of education with indicators of structural training and leadership experience is dependent (has a strong relationship). This shows that the implementation of structural training (Pim 4 to Pim 1) and leadership experience (Echelon 4 - Echelon 1) has been carried out based on the classification of educational levels at the Kotamobagu City Education and Training Personnel Agency.

Keywords: BKPP Kotamobagu City, Competency Policy, State Civil Apparatus

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan dan menganalisa kebijakan kompetensi manajerial dalam mendukung pengembangan karier ASN di Kota Kotamobagu. Hal ini untuk memenuhi kebutuhan kompetensi aparatur guna mewujudkan reformasi birokrasi pemerintah daerah melalui strategi kebijakan pengembangan kompetensi pada Badan Kepegawaian Pendidikan dan Pelatihan Kota Kotamobagu. Metode penelitian ini menggunakan data kualitatif dan diuraikan secara deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati. Teknik pengumpulan data melalui observasi dan wawancara langsung kepada subyek penelitian. Hasil penelitian menunjukkan bahwa tingkat pendidikan dengan indikator pelatihan struktural dan pengalaman kepemimpinan adalah bersifat dependen (memiliki hubungan kuat). Hal ini menunjukkan bahwa pelaksanaan pelatihan struktural (Pim 4 sampai Pim 1) dan pengalaman kepemimpinan (Eselon 4 – Eselon 1) telah dilakukan berdasarkan klasifikasi tingkatan pendidikan pada Badan Kepegawaian Pendidikan Dan Pelatihan Kota Kotamobagu.

Kata Kunci: Aparatur Sipil Negara, BKPP Kota Kotamobagu, Kebijakan Kompetensi

INTRODUCTION

In Indonesia, community deliberations are known. In the sense that community members are involved in actively participating in decision making in order to resolve their problems. This policy concept reminds us that every policy product is preceded by an analysis of the strengths and opportunities that enable implementation to achieve success. Next, an analysis of weaknesses and threats that could hinder the achievement of policy objectives is carried out (Subarsono, 2006). It's just that not all policies in Indonesia have been preceded by analyzing existing strengths and opportunities and analyzing threats and weaknesses that tend to hinder it (Nugroho, 2017: 618).

In public policy there are several stages, namely, the formulation stage, the implementation stage, and the evaluation stage. Public policy implementation is the

implementation of policies decided through the formulation of public policies by the government which is given the authority to formulate public policies (Winarno, 2005).

Implementation of public policy is important because the public policy that has been formulated will show meaning when implemented according to the goals and targets desired by the policy formulator (Langkai, 2020: 43). Policy implementation is carried out with the intention of operationalizing the policy effectively in the sense of placing emphasis on the effectiveness of policy implementation in terms of timeliness according to target needs and appropriate use of financial resources (Winarno, 2005: 102). Likewise, the policy for developing ASN competencies in this case is Civil Servants (PNS) as stated in Law Number 5 of 2014 article 69.

The Head of the State Administration Institute (LAN RI, 2018) revealed that there were 5 (five) problems identified in improving the quality of the apparatus to become world-class civil servants, namely: 1) narrow outlook (lack of knowledge), silo mentality (lack of sharing information and knowledge), inward looking (only looking inward), 2) Competency standards (knowledge), code of ethics (written rules) and unclear behavior and low impartiality (universal principles that are not yet understood), 3) integrity (self-image in an organization) and low discipline (lack of compliance with rules), 4) low motivation (no encouragement to improve performance) and 5) low service culture (slow and complicated service).

In accordance with the Regulation of the State Administration of the Republic of Indonesia Number 5 of 2018 concerning the development of competency of state civil servants article 1 paragraph (11) that Planning for the Competency Development of Civil Servants is systematically planning policies for developing the competency of civil servants within a certain period of time which is implemented by each government agency, paragraph (12) that the Implementation of the Civil Servant Competency Development policy is a civil servant competency development activity which can be carried out through education and/or training, and paragraph (13) that the Evaluation of the Civil Servant Competency Development is a monitoring and assessment activity of the Implementation of the Civil Servant Competency Development carried out by the PPK in each government agency central and regional. This is certainly a challenge for the government at both central and regional levels, especially for Training Organizing Institutions. For the Kotamobagu City Government, developing civil servant competencies is one of the main tasks and functions of the Kotamobagu City Education and Training Agency.

In implementing civil servant competency development in Kotamobagu City, it has not fully referred to regional development planning and is considered as education and training carried out classically and the current development of ASN policy is not based on an

analysis of education and training needs so that planning, implementation and evaluation have not gone well. .

The implementation of competency development must of course be supported by the availability of a budget and adequate facilities and infrastructure, where these two factors are also problems for the Kotamobagu City Education and Training Personnel Agency in implementing civil servant competency development. Apart from the budget, the facilities and infrastructure that determine the success of implementing competency development policies are central government policies. The inconsistency of central government policies will be a factor that hinders the development of civil servant competency in each region (Saihudin, 2019.) one of which is Kotamobagu City.

Based on interesting observations discussed, managerial competency policies in supporting the career development of ASN, in this case, namely Kotamobagu City Civil Servants, are important to be researched in more depth as an effort to meet the competency needs of the apparatus in order to realize regional government bureaucratic reform through a competency development policy strategy at the Education and Training Personnel Agency. Kotamobagu City

METHOD

Based on the focus of the problems raised, this research uses a qualitative descriptive approach." "This approach is a combination of descriptive and qualitative research, meaning that this research uses qualitative data and is described or explained descriptively. Arifin (2012:29) defines qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

According to Nazir (2009: 105), descriptive research is a study to find facts with appropriate interpretation, describe the characteristics of several phenomena, groups or individuals, determine the occurrence of a situation to minimize bias and maximize reliability. This means that researchers must be able to narrate data obtained in the field naturally,

correctly, in depth and systematically so that people who read the research results can understand the factual conditions and the meaning contained therein.

This qualitative descriptive policy research method seeks to describe or describe in detail or in depth the Competency Development Policy for Civil Servants (PNS) at the Kotamobagu City Education and Training Personnel Agency.

The data collection technique in this research is observation

Observation is the initial activity carried out by the researcher on the research object. This observation or observation is based on the researcher's direct experience with the research object. Several basic things are important about the importance of observation according to Moleong (2017: 174). Next, use the Interview Technique.

Interviews were conducted directly with respondents who had relevant competencies with research variables from managerial, technical and socio-cultural aspects. According to Sugiyono (2018:101) in qualitative research, the research instrument is the researcher himself. This means that the researcher's five senses become tools used to uncover data from research subjects. Body language and verb language are basic instruments for engaging in interaction and communication with research subjects. This interaction and communication is used in interviews as a data collection technique. According to Moleong (2017: 190), a structured interview means that the interviewer determines the problems and questions that will be asked for himself with the aim of finding answers to the problems being studied. The use of interview techniques so that researchers can dig up more information from informants regarding the collaboration that has been carried out. Interview techniques can be used to support other techniques so that the data collected is more accurate and valid.

The next technique, through documentation studies, is carried out to obtain evidence that supports real data from observations and interviews carried out. Documentation, namely looking for data regarding things or variables in the form of notes,

transcripts, books, newspapers, magazines, inscriptions, meeting minutes, notes, agendas, and so on.

RESULTS AND DISCUSSION

Aspects of Managerial Competence

In developing civil servant competency in a government institution, managerial management is a very vital management function for an institution, both government and company. Basically, managerial is part of management. However, managerial is a system that carries out different roles and functions. Managerial also holds different authority and decision-making power (Langkai, 2020).

Managerial competence is a special part of impact and influence, expressing the intention to have a certain specific influence, where the specific intention is to develop other people, lead other people, improve teamwork and cooperation and is something that is especially important for managers (Spencer and Spencer, 1993:54). Managerial competence at BKPP-KK has been observed based on a number of available data and an analysis of the normal distribution of the number of civil servants has been carried out in accordance with Law Number 5 of 2014 article 69 with the relationship between competence and the elements being measured.

Managerial competency is related to the relationship between educational level (high school, bachelor's degree, master's degree and doctoral degree) with structural training level (Latsar, PIM 4, PIM 3, PIM 2, PIM 1) and level of leadership experience or echelonization (Echelon 4, echelon 3, echelon 2, echelon 1) possessed in carrying out managerial functions are presented in Table 4. The data summarized in Table 4 have been obtained through tabulation of primary data observations obtained from questionnaire distribution through a list of questions as in Appendix 1.

The results of the data distribution in Table 4 show that the level of education with the structural training indicators and leadership experience is dependent (has a strong relationship). This shows that the implementation of structural training (Pim 4 to PIM 1) and leadership experience (Echelon 4 - Echelon 1) has been carried out based on the

classification of education levels at the Kotamobagu City Education and Training Personnel Agency.

The state of civil servant managerial competency at BKPP-KK requires further alternative solutions to the BKPP-KK data with bureaucratic reform through alternative repositioning/mutation (transfers or additions) according to duties and functions based on civil servant managerial competency indicators at the Kotamobagu City Education and Training Personnel Agency. The process of repositioning educational levels and indicators of structural training and leadership experience for civil servants must go through competency test analysis to obtain scores that can achieve higher scores that are adjusted to ASN competency needs.

The conditions above can change the initial competency so that the level of education with the structural training indicators and leadership experience is dependent (has a strong relationship). This shows that the implementation of structural training (Pim 4 to PIM 1) and leadership experience (Echelon 4 - Echelon 1) can result in an ideal distribution based on the classification of education levels at the Kotamobagu City Education and Training Personnel Agency. Managerial ability is closely related to effective leadership management, because basically management is a matter of interaction between humans both vertically and horizontally (Siagian, 2002: 63).

To meet the ideal distribution of civil servant competency in the Kotamobagu City Education and Training Personnel Agency, civil servants at bachelor's and master's levels with structural training (PIM) based on data, each attended by 1 person at PIM 4 can be repositioned to be attended by 1 person each at PIM 3 (Table 4). The rest of the structural training and leadership experience indicators are maintained according to existing data.

Aspects of Technical Competency

Technical skills are specific abilities or competencies to use techniques, tools, procedures, methods and knowledge about specialized fields correctly and precisely in carrying out their duties, such as programming, finance and law (Sartika and Kusumaningrum

(2017). If technical competence If this is not owned by the apparatus, the work cannot be carried out professionally.

Technical competency at BKPP-KK has been observed based on a number of available civil servant data and an analysis of the normality/ideal distribution of the number of civil servants has been carried out in accordance with Law Number 5 of 2014 article 69 with the relationship between competency and the elements measured being summarized in Table 1. Aspects of technical competency observed at the BKPP KK office includes the relationship between aspects of education levels (high school, bachelor's degree, master's degree, doctoral degree) with indicators of educational specialization (government, economics, social culture, public health, others) and functional technical training (PBJ, official manuscripts, extension, Other).

The results of the analysis of the distribution of data show that it has been fulfilled according to the field of education and functional technical training, so that the level of education is the indicator of educational specialization and functional technical training. This shows that educational specialization (government, economics, social culture, public health, others) and functional technical training (PBJ, official script layout, extension, others) are based on the classification of education levels at the Kotamobagu City Education and Training Personnel Agency.

The results of the analysis above still require further alternative solutions to the technical competency data at BKPP-KK with bureaucratic reform through alternative repositioning/mutation (transfers or additions) according to duties and functions based on PNS technical competency indicators. The process of repositioning education levels and specialization indicators for civil servant education and functional technical training must go through competency test analysis to obtain high calculated scores that can achieve higher scores compared to previous competency test scores adjusted for the degree of ASN specialization education.

To achieve the distribution of civil servants in the Kotamobagu City BKPP, the 5

Bachelor level civil servants with the Government specialization must be repositioned to 8 people, the economic specialization of 9 people is repositioned to 7 people, the socio-cultural specialization of none is repositioned to 4 people and there is no public health specialization. people were repositioned to 2 people and other fields of 18 people were repositioned to only 2 people.

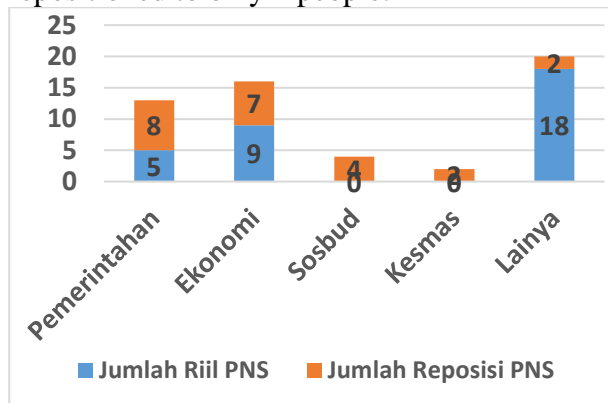


Image: Reposition of the number of SI level civil servants in the fields of government, economics, social culture, public health and others

Aspects of Socio-Cultural Competency of Civil Servants

Indonesian society is so diverse with so many tribes, cultures, religions/beliefs and backgrounds. It is hoped that the pluralism of Indonesian society will not become an obstacle for employees to provide their services. This competency is closely related to the differences in the cultural backgrounds of civil servants or employees and the communities they serve (Kaswan, 2011).

It is explained in the State Administration Institute that knowledge, skills and attitudes/behavior that can be observed, measured, developed are related to the experience of interacting with a pluralistic society in terms of religion, ethnicity and culture, behavior, national insight, ethics, values, morals, emotions and principles must be fulfilled by every position holder to obtain work results in accordance with the role, function and position (ASN Law).

In this study, the distribution of occupational education and training has been linked to indicators of religious, social and

cultural diversity. Specifically, religious pluralism was observed in Islam (A), Christianity (B), Catholicism (C), Hinduism (D), and Buddhism (E). Meanwhile, the social/cultural origins of ethnic and cultural elements were observed in 4 cultural categories, namely Kotamobagu KK City (A), Non-KK in the Bolmong Raya area or Non-KK-BMR (B), Non-BMR in North Sulawesi (C), Non-BMR-Outside North Sulawesi (D). Sociocultural competency aspects of civil servants at BKPP-KK are tabulated through data distribution at BKPP KK. The summarized data has been obtained through tabulation of primary data observations obtained from questionnaire distribution.

The tabulation results of the data distribution show that the distribution of values in the ASN religion and social columns are not related to each other, so that the initial hypothesis is accepted that the level of education, basic training level (Latsar), PIM and existing echelonization have a normal/ideal distribution with religious and social diversity and cultural elements from ethnic and cultural elements in the local area (Kotamobagu City) and outside the local area. For this reason, it is always necessary to have alternative solutions to the current BKPP-KK data by reforming the bureaucracy through a mutation process based on needs according to education level, basic training level (Latsar), PIM and civil servant echelonization at the BKPP KK.

Competency aspects of the position occupied, training attended and leadership experience possessed by civil servants

In the implementation of public administration, cooperation by a group of people or institutions is very important in carrying out government tasks to achieve government goals effectively and efficiently to meet public needs (Langkai, 2020). In developing countries like Indonesia, the role of bureaucracy is very much needed in government management to expand the function of citizens in a prosperous state (welfare-state nation), implement the authority of bureaucrats to provide quality public services and to achieve administrative justice (Harijanti, 2020).

In this study, the distribution of positions occupied, training attended and leadership

experience possessed by civil servants at the Kotamobagu City Education and Training Personnel Agency (BKPP) was observed in the relationship between the number of positions available and the number of officials holding positions, training structure (Pim 4, Pim 3, Pim 2, Pim 1) and echelonization (Echelon 4, Echelon 3, Echelon 2) are available and filled by civil servants. The relationship between the number of civil servant positions, training structure and civil servant echelonization is analyzed through tabulation of normal/ideal distribution conditions through competency tests from existing policies, based on civil servant data

The results of the tabulation analysis of the data distribution show that existing positions are not closely related to the number of civil servants who have structural training levels (PIM) and leadership experience (echelonization). This shows that civil servants who hold structural positions have not followed the normal/ideal distribution in accordance with the structural training levels (PIM) and echelonization levels at BPKP-KK. This condition really requires a repositioning through a bureaucratic reform policy of the number of civil servants according to their main duties and functions to be able to take part in training and serve in accordance with the level of structural training (PIM) and leadership experience (echelonization), specifically in the structural position of resource analysis of the apparatus with a total of 12 resource analysis staff apparatus at BKPP-KK.

To reform the conditions of the positions occupied, the training attended and the leadership experience that civil servants have at the current BKPP-KK, it is necessary to have further alternative solutions to the BKPP-KK data with bureaucratic reform through a mutation process based on education level, basic training level (Latsar), PIM and civil servant echelonization at BKPP KK.

The process of repositioning educational levels and indicators of structural training and leadership experience for civil servants must go through competency test analysis to obtain the best calculated score that can achieve a score greater than the previous competency score.

CONCLUSION

Based on the results and research and discussion of research regarding Policy Analysis for the Competency Development of Civil Servants (PNS) at the Kotamobagu City Education and Training Personnel Agency:

1. Analysis of the policy for developing civil servant competencies at the Kotamobagu City Education and Training Personnel Agency, seen from the planning has not been carried out in accordance with the needs of each civil servant, seen from the implementation it has been carried out in accordance with applicable regulations, while seen from the evaluation it has not been carried out well, because it has not been carried out. Post-implementation evaluation of competency development policies.
2. Budget, facilities and infrastructure, and central government policy are three factors that determine the policy for developing civil servant competencies at the Kotamobagu City Education and Training Personnel Agency, where the available budget is not yet adequate, facilities and infrastructure are adequate but still need to be improved, while central government policy still not consistent.
3. This research is hoped that it can provide both theoretical and practical implications.

ACKNOWLEDGEMENT

Postgraduate Program in Public Administration Study Program, Faculty of Social Sciences and Law, Manado State University

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