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EVALUATIVE STUDY MAPPING MANAGERIAL AND SOCIO-CULTURAL COMPETENCIES OF CIVIL SERVANTS AT BBPOM

Meilifa*, Bintang Sulastri Aruan, Ikeu Siti Khodijah, Anita Surya Mulyanti

PPSDM POM, Indonesia

Correspondence: *E-mail: meilifa@pom.go.id

A B S T R A C T S

This study aims to evaluate the implementation of competency development on the assessment and mapping of managerial and socio-cultural competencies at BBPOM Padang. The data used are 2020 to August 2021. The study was conducted using descriptive analysis methods. The percentage of competence development suitability with competency gap on integrity competence is 10%, cooperation is 3.85%, communication is 3.23%, results orientation is 6.67%, public service is 20%, self and other people development is 60.61%, manages 52.63% change, 7.69% decision making, and 4.65% national glue. This shows that the results of competency mapping have not been utilized in the preparation of Training Need Analysis (TNA). To improve the quality of PNS management according to Government Regulation (PP) Number 11 of 2017 concerning Civil Servant Management, it is emphasized that the merit system is an obligation in PNS management. To support the merit system and talent management, the government conducts competency assessments for civil servants, which must be carried out with good quality standards. Since 2015 Indonesian FDA has consistently conducted competency assessments and the results can be utilized in the preparation and implementation of competency development. This research is expected to be used as an evaluation material for planning and implementing employee competency development.

Keyword: Civil Servants, Competence, Study Evaluative, Managerial, Socio-Cultural.

1. INTRODUCTION

In the Law of the Republic of Indonesia Number 5 of 2014 concerning State Civil Apparatus, it is emphasized that ASN in Indonesia must have integrity, be professional, neutral and free from political intervention, free from the practices of corruption, collusion, and nepotism (KKN). In addition, ASN are also required to be able to provide public services well and be able to carry out their role as an element that binds the unity of the nation. Through the ASN Law, a transformation is carried out in the implementation of ASN management, namely through the obligation to implement a merit system in ASN management that emphasizes qualifications, competencies (technical, managerial and socio-cultural), and employee performance as the basis for ASN development in Indonesia. The results of the study conducted (Chariah et al., 2020) stated that the implementation of the merit system in Indonesia has not been fully carried out according to procedures and its implementation is determined by the full awareness of stakeholders and increased supervision by KASN so that the implementation of this regulation is carried out optimally. (Meyrina, 2016) expects that the implementation of the merit system can be carried out professionally in accordance with the expertise and competence of employees by prioritizing objective and neutral assessments, so the implementation of the merit system is carried out through employee competency tests and will then bring professional development in improving better performance.

In order to improve the quality of Civil Servant (PNS) management, the government continues to carry out transformation. In Government Regulation of the Republic of Indonesia Number 11 of 2017 concerning Civil Servant Management, it is emphasized that the merit system is an obligation in PNS management. PNS management through the merit system is focused on performance development, competency development, and employee career development. In accordance with PP Number 11 of 2017 in article 203 paragraph 4 regulates Competency Development for each PNS, which is carried out for at least 20 (twenty) hours of lessons in 1 (one) year. This policy has begun to be implemented by all PNS which must be included in the employee performance agreement.

According to Komara (2019), employee competence can be understood as a combination of skills, personal attributes, and knowledge that are reflected through performance behavior that can be observed, measured, and evaluated. There are two types of competency study results, namely "soft" competencies and "hard" competencies. "Soft" competencies are types of competencies that are closely related to the ability to manage work processes, interpersonal relationships, and build interactions with others. Examples of "soft" competencies for ASN employees are leadership, communication, interpersonal relationships, and others. Febrisoni et al., (2020) stated that the best alternative model in fulfilling 20 JP (Learning Hours) per year for each PNS BPSDM of West Kalimantan Province efficiently is to increase activities that can be carried out en masse, namely On The Job Training (OJT), in addition to full e-learning training activities, blended learning training, workshops/seminars, technical guidance, coaching. Meanwhile, according to Sukarmen (2020) in his research, the ability to use multimedia technology in the teaching and learning process by Widyaiswara BPSDM Riau also determines the effectiveness of online learning, especially in PNS competency training of at least 20 learning hours. Based on the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 38 of 2017 concerning the Civil Service Job Competency Standards, managerial competence is knowledge, skills, and attitudes/behaviors that can be observed, measured, and developed to lead and/or manage organizational units. While socio-cultural competence is knowledge,

skills, and attitudes/behaviors that can be observed, measured, and developed 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 that must be fulfilled by each office holder to obtain work results in accordance with their roles, functions and positions. The competencies assessed in managerial competence are integrity, cooperation, communication, orientation towards results, public service, self-development and others, managing change, decision-making, and socio-cultural competence, namely the competence that unites the nation. To support the merit system and talent management carried out optimally, since 2015 BPOM has consistently conducted employee competency assessments. In 2020, technical, managerial and socio-cultural competency assessments were conducted for PNS BBPOM Padang.

Employee competency assessment and mapping at BPOM is carried out in accordance with the Decree of the Head of BPOM Number HK.04.01.1.22.04.19.1407 and is carried out periodically every 3 years in all central units and Technical Implementation Units (UPT) in the regions. Due to the Covid-19 pandemic, this activity is carried out offline, online or a combination of both, (PPSDM POM, 2021). In 2021, PPSDM POM as a work unit that organizes competency assessment activities received recognition of the eligibility of competency assessment organizers with Accreditation A through the Decree of the Head of the State Civil Service Agency Number 08/BKN/IX/2021. Each result of the assessment and mapping of managerial and socio-cultural competencies will be submitted to the head of the UPT and each employee can see the results of the assessment in the siasn.pom.go.id system. The number of civil servants that does not match the competency development funds, it is necessary to carry out appropriate competency development planning. Based on the above problems, BBPOM in Padang as one of the Technical Implementation Units of BPOM in the region has carried out competency development planning for employees which will be implemented either by following a learning program held by PPSDM POM or independently with funding from BBPOM Padang. Proper competency development planning is very much needed in order to minimize the existing competency gap and will automatically improve performance and achieve organizational goals.

Research conducted (Masfifah, 2019) on 35 heads of Madrasah Administration at the Semarang Religious Training Center who were given Administrative Training with quantitative and descriptive methods, obtained results that there was no statistical difference from the pre-test and post-test variables produced during learning and required retraining the following year.

The results of the study (Handayani, 2016) conducted in Biak Numfor stated that public service innovation showed an increase in ASN competence in improving services to the community, while according to (Rifai et al., 2017), the Influence of Training on Improving the Competence of State Civil Apparatus at the Samarinda City Regional Secretariat, it was found that Training had a strong influence on competence. Currently, no research has been found that utilizes the results of the assessment and mapping of managerial and socio-cultural competencies as a basis for fulfilling the 20 mandatory lesson hours for civil servants.

The results of the BPOM assessment of the mapping of managerial and socio-cultural competencies still need to be studied in depth for ease in determining the follow-up. It needs to be described, has the competency development planning been made in accordance with the results of the socio-cultural managerial competency mapping that has been carried out?

and what is the percentage of conformity of the realization of the implementation of competency development with the planning made?.

The purpose of this study is to evaluate competency development planning as a follow-up to the results of the mapping of managerial and socio-cultural competencies carried out on civil servants at BBPOM Padang in 2020-2021. With this evaluation, there will be an increase in the performance of BBPOM Padang through the conformity of ASN Competency Development based on competency gaps.

2. RESEARCH METHODS

The descriptive analysis research design (non-experimental research) is a design that does not generalize data and does not require a hypothesis. Descriptive research is a study to find facts with the right interpretation. In the descriptive study design, what is desired is only to recognize phenomena for further study purposes.

Managerial and socio-cultural assessment and mapping are carried out by referring to BKN Regulation Number 26 of 2019 (State Civil Service Agency, 2019) concerning the Development of Civil Servant Competency Assessment Implementation, where BPOM uses assessment methods, namely complex competency assessment (Assessment Center), moderate competency assessment and simple competency assessment carried out by internal assessors or external assessors from other Ministries/Institutions who have competencies according to the level of position to be assessed and mapped. The measuring instruments used during the assessment and mapping of managerial and socio-cultural competencies are interviews, questionnaires, psychological tests, assignments and simulations. The data taken in this study were 100 PNS BBPOM Padang who had undergone assessment and mapping of Managerial and Socio-Cultural competencies in 2019-2020 and an evaluative study was conducted on the suitability of the types of competencies taken by each PNS BBPOM Padang in 2020-2021 to the existing competency gap which can be accessed via siasn.pom.go.id. The data can also be accessed by personnel managers as evaluation material.

The study was conducted in July to September 2021, starting from collecting data on the results of assessments and mapping of managerial and socio-cultural competencies and data on the implementation of competency development that had been carried out in 2020 to 2021 to data analysis. The research instrument used in this study was processed using excel, by processing primary data, in the form of the results of assessments and mapping of managerial and socio-cultural competencies in 2019-2020 and ASN competency development data, in 2020-2021.

3. RESULTS AND DISSCUSION

3.1. Result

The results of the managerial and socio-cultural competency research at BBPOM Padang can be seen in **Figure 1 and Table 1**. The highest value is the optimal category (47%) and if further described the most optimal composition in the implementing group 71.43% and sequentially the structural group, Certain Functional Positions (JFT), Food Pharmacy Supervisors (PFM) are 54.55%; 50.0%; 37.10%. The categories of optimal, quite optimal, and less than optimal assessment results are based on the Regulation of the State Civil Service

Agency Number 26 of 2019 (State Civil Service Agency, 2019), for the results of competency assessments with the aim of mapping in positions, namely > 90% for the optimal category, > 78% to < 90% quite optimal, and < 78% less than optimal.
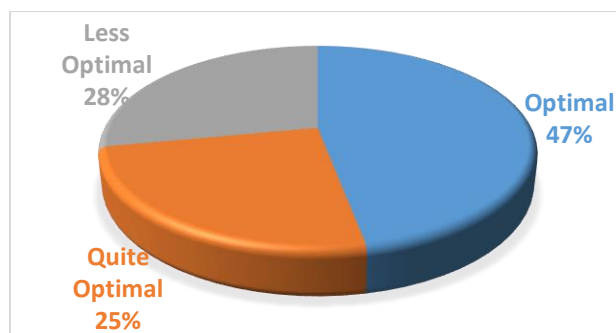

Figure 1. Results of the 2020 Padang BBPOM Managerial and Socio-Cultural Competency Assessment

Table 1. Results of Managerial and Socio-Cultural Competency Assessments

Assessment Results	Structural	JF-PFM	JFT	Implementation
Optimal	6	23	3	15
Quite Optimal	3	14	3	5
Less Optimal	2	25	0	1

In accordance with the Regulation of the State Administration Agency of the Republic of Indonesia Number 10 of 2018 concerning Civil Servant Competency Development, the fulfillment of civil servant competencies with Job competency standards and career development plans. With competency assessment, a competency gap will be obtained that can be utilized in employee Competency Development planning. This competency gap can be reduced by civil servants with the obligation to fulfill competency development of 20 JP per year. Article 3 of this PerLAN regulates that competency development can be carried out in several stages, including the preparation and planning of competency development, implementation of competency development and evaluation of competency development. Every civil servant has the same rights and opportunities to participate in competency development by considering the results of the performance assessment and competency assessment of the civil servant concerned (article 4).

The implementation of competency development at BBPOM Padang in 2020-2021 can be seen in **Table 2**. Technical training holds the highest portion of 87.42% and the lowest is functional training 0.98%. From these results it can be seen that the interest of civil servants in developing competencies is greater in technical competency units and this is different from the research conducted by Munandar in Manara (2014) where training and development of hard skill competencies was in third place, namely 12.98%.

Table 2. Percentage of Competency Development at BBPOM Padang 2020 – 2021

Training	JP Amount	Percentage(%)
Technical	8950	87,42
Managerial and Socio-Cultural	1188	11,6
Functional	100	0,98

The results of the managerial and socio-cultural competency assessment conducted on BBPOM Padang Civil Servants in 2020, overall the largest competency gap of BBPOM Padang Civil Servants is the national unifying competency of 48.31% and the smallest gap is the cooperation competency of 29.21%. The largest competency gap was obtained from the competency gap in the structural group of 27.27% in the national unifying and decision-making competency unit; the Pharmaceutical and Food Supervisory job group of 59.68% in the national unifying competency unit; the Certain Functional Position group of 33.33% in the competency of managing change and from the implementing group of 14.29% from the national unifying competency unit, self-development and others and managing change. The results of the competency gap in table 3 can be used as a basis for determining the Training Need Analysis (TNA) at BBPOM Padang.

Based on research conducted by (Sartika, 2017) the average weak decision-making competency unit at echelon II of East Kalimantan Province, this result is similar to the structural group at BBPOM Padang with the largest decision-making competency gap of 27.27%. Furthermore, the comparison of competencies in mastering IT and communication for echelon III in East Kalimantan Province (Sartika and Kusumaningrum, 2018) is around 30% while at BBPOM Padang with a value of 9.09%.

Research by (Sartika, 2017) on socio-cultural competency units showed that the representation of women in structural positions in East Kalimantan Province is generally still low, women's structural positions are more in urban areas than in districts and the higher the echelon, the lower the gender representation, while at BBPOM Padang the representation of women in structural positions is 72.73%. The development of socio-cultural competencies based on Islamic educational values for the High Leadership Position (JPT) Pratama echelon IIb is formulated at a qualified level (advance) which is carried out in the Aceh government environment (Munawar, 2019)

According to (Aryani et al., 2013) from the research conducted that the integrity of a leader has the highest score compared to others, where the desired leader figure in addition to being competent must have integrity which will be the main dimension and make the leader worthy of trust. The integrity competency gap for BBPOM Padang in general is 33.71% with a gap for the structural group of 9.09%.

Table 3. Managerial and socio-cultural competency gaps by position in 2020

Competency gap	Structural	JF-PFM	JFT	Implementation	Quantity
Integrity	1	28	1	0	30
Collaboration	1	22	1	2	26
Communication	1	28	0	2	31
Results Orientation	2	25	1	2	30
Public Service	2	30	1	2	35
Self and Others Development	2	28	0	3	33
Managing Change	1	32	2	3	38
Decision Making	3	35	1	0	39
Perekat Bangsa	3	37	0	3	43

When analyzed by age, the 51-60 year old age group has the highest competency gap in 8 managerial competency units and 1 socio-cultural competency unit of 44.26%, while the

lowest competency gap is in the age group under 31 years of 5.57% (**Figure 2**). These results are in line with research conducted by Tharenou in Nastiti (2018) which shows that age affects employee participation in participating in education and training activities. According to (Sukarmen, 2020), the age factor of the instructor will affect the ability to use multimedia technology in instructors aged 48-60 years. It turns out that those over 50 years old, 78.26% still use standard features. And instructors under 50 years of age, 21.74%, already understand multimedia and use features with various applications so that learning is varied and innovative and this is liked by training participants.
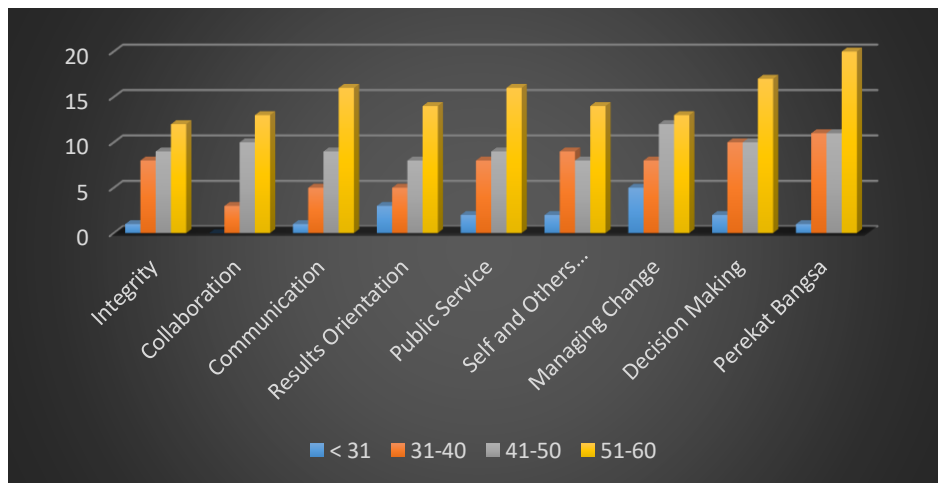

Figure 2. Managerial and socio-cultural competency gaps based on age

An evaluative study of the suitability between competency development and the managerial and socio-cultural competency gap at BBPOM Padang can be seen in **Figure 3**. The percentage of conformity of competency development with the largest competency gap was achieved by the competency unit of self-development and others at 60.61% and the smallest was achieved by the communication competency unit at 3.23%.
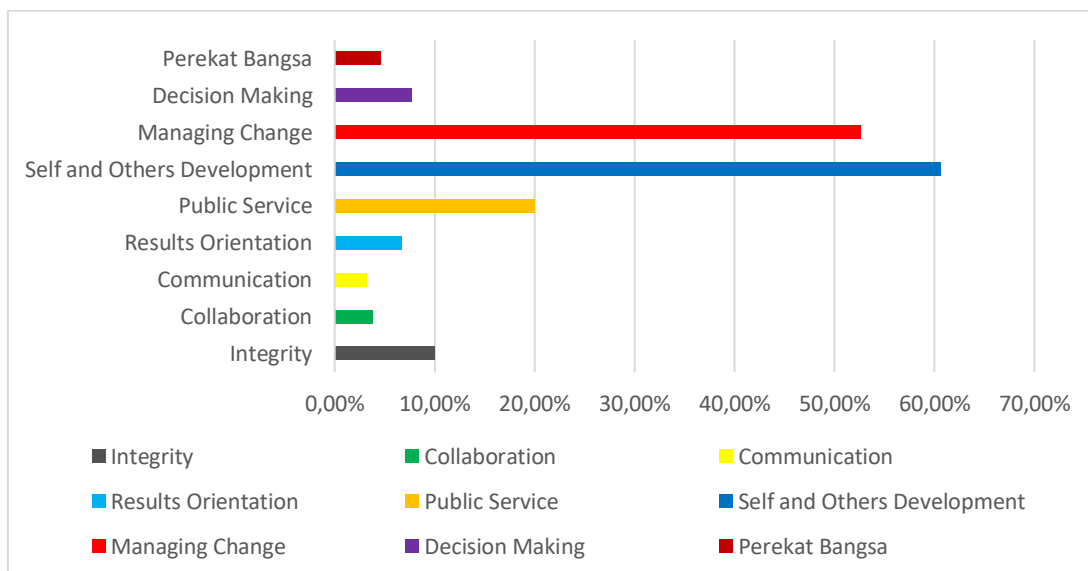

Figure 3. Percentage of conformity of competency development with competency gap

3.2. Disscusion

From the research results, it was found that the follow-up of the results of the mapping of managerial and socio-cultural competencies has not become an important aspect to improve its competence. Civil servants at BBPOM Padang tend to choose technical training that will have a direct impact on the routine tasks carried out. However, with a review of the BPOM talent management guidelines in accordance with the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 3 of 2020 concerning State Civil Apparatus Talent Management, what has been implemented is:

a)   determining the components of the x-axis and y-axis in the nine talent box and their fulfillment,

b)   mapping employees in the nine talent box according to the criteria of the x-axis (competence) and y-axis (performance),

c)   has conducted a pilot project for filling positions through talent management.

Civil servants in pool 7 (promotable), pool 8 (promotable) and pool 9 (rising star) who will be the choice of future BPOM leadership cadres. For this reason, civil servants must be able to choose and prepare themselves in developing competencies to achieve the desired talent pool position. The development of competencies in the BPOM has been varied and used massively by utilizing online learning media through the IDEAS application (managerial, socio-cultural and general competencies), and the SiPandai application (technical competencies). Civil servants can choose the right material and time to carry out learning and at the end of each learning there is a post-test and each participant who passes will be issued a certificate of completion.

The preparation of a managerial and socio-cultural competency development plan for the BBPOM Padang Technical Implementation Unit (UPT) level is very necessary to achieve maximum civil servant competency so that it is hoped that the goals of the organization both in terms of its vision and mission can be achieved optimally. This will not be separated from the role of all levels of civil servants in the unit with all the competency attributes they have, both managerial, socio-cultural and technical competencies and other competencies that are not mapped periodically. Mapping needs to be done periodically to find out whether civil servant competencies are maintained or have increased/improved. The competency development plan that is made must be socialized to all employees, so that they can clearly know what competencies must be taken by each employee. High commitment from the highest leadership and all employees is highly expected to make the competency development plan that has been made a success.

Strategic steps need to be taken by BBPOM Padang if the training material cannot be facilitated by PPSDM POM, training can be carried out through a third party that has the competence to organize training or coordinated with the POM Agency. In addition, monitoring and evaluation need to be carried out periodically to see the suitability of the competency development taken by civil servants with the existing personal competency gap. This periodic monitoring and evaluation needs to be fed back to employees so that they know the condition of the competency development being carried out, good cooperation is needed between personnel analysts, planners and employees in this case. Regular feedback will solve the problem of the existing competency gap and automatically the achievement of organizational output will be easier to do.

The largest competency gap that BBPOM Padang has is the socio-cultural competency that unites the nation where:
- the ability to promote an attitude of tolerance, openness, sensitivity to differences in individuals/community groups;
- able to be an extension of the government in uniting society and building social psychological relationships with society amidst the diversity of Indonesia so as to create a strong attachment between ASN and stakeholders and between stakeholders themselves;
- maintain, develop and realize a sense of unity and oneness in the life of society, nation and state Indonesia does not yet have values that meet competency standards.

For this reason, it is hoped that the development of this competency will be a concern in the future, both in theory and in implementation in the field.

4. CONCLUSION

Based on the results of the research conducted, the competency development planning made by BBPOM Padang has not been in accordance with the implementation gap of the results of the assessment and mapping of managerial and socio-cultural competencies that have been carried out in 2020. The realization of the suitability of the implementation of competency development with the planning made as a follow-up to the managerial and socio-cultural competency gap with the lowest range of suitability of 3.23% and the highest of 60.61%, and according to the research results, BBPOM Padang civil servants mostly follow technical competency development.

The selection of competency development materials taken at least 20 JP per year by civil servants does not yet reflect the even taking of JP from the existing competency gap and this will affect the career development opportunities of civil servants if the competency gap is not fixed. The evaluative study that has been carried out is expected to be input for BBPOM Padang to organize better HR management, in addition it can be used as input for the preparation of the 2022 Training Need Analysis.

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