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MASTERING THE COMPETENCIES OF STATE CIVIL SERVICE SUPERVISORY OFFICIALS THROUGH TRAINING PROGRAMS

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A B S T R A C T S

The purpose of this study was to determine 1) the relevance of supervisory officer training policies to the required competencies, 2) supervisory officer training design strategies in increasing competence, 3) implementation and impact of supervisory officer training results on performance improvement. The method used in this research is descriptive method with qualitative and quantitative approaches. This research is located at the Center for Training and Development and Competency Mapping of State Civil Apparatus Institute of State Administration with research respondents alumni of supervisory officer training in 2018, 2019 and 2020. The results of the study found that the training had not taken advantage of technological advances and developments, and had not maximized the role of sending agencies. So that there are still obstacles and obstacles in its implementation, especially from the elements of location and time. To answer these challenges, it is necessary to develop a training model, of course this training model must also be followed by fulfilling the competence of the organizers.

Keyword: State Civil Apparatus Training, Competency Model.

A R T I C L E   I N F O

1. INTRODUCTION

The State Civil Apparatus (ASN) currently faces quite significant bureaucratic challenges, including facing a situation of rapid change in various aspects and demands from the community who are increasingly sensitive and reactive to services. Therefore, the development of Civil Apparatus Resources is needed as an answer to these challenges. The results of the evaluation by the Ministry of Empowerment of State Civil Apparatus and Bureaucratic Reform in 2019 regarding the professionalism of supervisory officials are still in the low category with a value of 63.83 and the number of graduates of supervisory official training nationally since 2018-2020 has produced 27,709 graduates. Improving the quality of human resources in large and small organizations or companies can be done through education and training activities, education aims to increase knowledge and training aims to improve the skills and work abilities of employees in the organization. The concept of developing human resources in an organization is essentially an effort to increase competitiveness against external environmental threats and efforts to increase innovative power in order to create opportunities. So that competency development should be integral as individuals and systems and organizations as a container that is carried out in a planned and sustainable manner to improve worker competency through training, education, and development programs (Osagie et al., 2016).

Jumawan and Mora (2018) stated that in general there are several things that need to be considered to achieve optimal human resource development, namely: 1) selection of human resources according to needs; 2) designing alignment between organizational needs and employee competencies; 3) providing appropriate facilities, infrastructure and technology; 4) Commitment.

This problem is interesting to explore and find answers to, therefore the question arises how relevant the supervisory position training policy is to the competency needs of supervisory officials, how the design strategy and conceptual development of training policies are in improving their competencies, how the implementation of training is carried out to improve the competence of state civil servants, how the role of training in improving competency and how the results and impact of training on improving the performance of their institutions. Based on the research questions, the novelty of the research carried out is a comprehensive evaluation starting from analyzing policies, implementation strategies to the results and impacts on alumni training institutions.

Education & Training

The terms training, education, development and learning may often be used interchangeably, but they can have very different, if overlapping, meanings in different contexts. In terms of human resource development, it is often necessary to define and describe these in an effort to clarify the related activities and desired outcomes in an organization. Employee training, in particular, is associated with on-the-job skills acquired for a particular role, while education is seen as related to a more formal academic background. However, in increasingly complex organizations, it can be said that aspects of each are needed to ensure the full potential of employees.

Education is a deliberate, systematic effort made by a society to convey knowledge, values, attitudes and skills to its experts, an effort to develop individual potential and changes that apply to humans. Training according to Elnaga and Imran (2013) is the process of teaching new employees the skills they need to continue their work. Mondy and Noe explain about

training is "Training includes those activities that serve to improve an individual's performance on a currently held job or one related to it" (Bibi, 2016). While the term training which is often found today even in the term of civil servant competency development becomes a replacement nomenclature for education and training. Training as part of human resource investment to improve work abilities and skills so as to improve employee performance (Ibrahim et al., 2017). Training is usually carried out with a curriculum that is adjusted to the needs of the position, given in a relatively short time, to equip someone with work skills.

Yulk stated that "Training and development are terms referring to planned efforts designed to facilitate the acquisition of relevant skills, knowledge and attitudes by organization members. Development focuses more on improving the decision making and human relations skills and the presentation of a more factual and narrow subject matter" (Nuridin and Maerani, 2021). Training is a planned process to change attitudes, knowledge or behavior skills through learning experiences to achieve effective performance in each activity or various activities. The goal, in a work situation, is to develop individual abilities and to meet the current and future workforce needs of the organization.

The opinion above provides the author with an understanding that education and training (diklat) is a systematic process to improve, develop, and shape employees where employees learn knowledge, skills, abilities or behavior towards personal and organizational goals so that quality human resources are created. Education and training for civil servants is carried out as a 'transfer of knowledge or skills that are definite and measurable'. This training is in the form of activities or courses, both formal and informal (for example in the workplace) that have helped employees gain knowledge and skills to improve their work.

Employee Performance

Individual performance has high relevance to both the organization and the individual. By showing high performance when completing tasks will result in satisfaction, feelings of self-efficacy and mastery. In addition, high-performing individuals can be promoted, rewarded and respected. Career opportunities for high-performing individuals are much better than those of average or low-performing individuals.

Job performance includes one's contribution to organizational performance, refers to actions that are part of the formal reward system (i.e., the technical core), and meets the requirements as specified in the job description. At a general level, job performance consists of activities that transform materials into goods and services produced by the organization or to enable the organization to function efficiently. Thus, task execution includes meeting requirements that are part of the contract between the employer and the employee.

In addition, task performance itself can be described as a multi-dimensional construct. Campbell proposed a hierarchical model of eight performance factors (Varela and Landis, 2010). Among these eight factors, five refer to task performance: (1) job-specific task skills; (2) non-job-specific task skills; (3) written and oral communication skills; (4) supervision, in the case of leadership positions; and partly (5) management.

Contextual performance consists of behaviors that do not directly contribute to organizational performance but support the organizational, social and psychological environment. Contextual performance differs from task performance because it includes

activities that are not formally part of the job description. It indirectly contributes to organizational performance by facilitating task performance. Five categories of contextual performance: (1) volunteering for activities outside one's formal job requirements; (2) persistence, enthusiasm and application when needed to complete important task requirements; (3) assistance to others; (4) following prescribed rules and procedures even when inconvenient; and (5) openly advocating for organizational goals (Motowidlo et al., 2014). Examples of contextual performance include showing extra effort, following organizational rules and policies, helping and cooperating with others, or alerting coworkers to work-related problems (Koopmans et al., 2011).

Taxonomy of job performance did not initially include adaptive performance. However, as the work environment changes and becomes more dynamic, the need for adaptive employees has become increasingly important (Yulk and Mahsud, 2010). Many authors refer to adaptability using different names. Hesketh and Neal refer to adaptive performance, Murphy and Iackson discuss role flexibility, and London and Mone write about the ability to integrate new learning experiences.

As a result of an extensive literature review and factor analysis, a taxonomy of eight dimensions of adaptive performance: (1) handling emergency or crisis situations; (2) handling job stress; (3) solving problems creatively; (4) coping with uncertain and unpredictable work situations; (5) learning job tasks, technologies, and procedures; (6) demonstrating interpersonal adaptability; (7) demonstrating cultural adaptability; and (8) demonstrates physical-oriented adaptability (Huntsman et al., 2021).

Various measures of job performance have been used over the past few decades. For example, rating scales, job knowledge tests, direct work samples, and archival records have been used to assess job performance (Campbell and Wiernik, 2015). Of these measurement options, performance ratings (e.g., peer ratings and supervisor ratings) are the most common way to measure job performance. The impact of performance dimensions (e.g., technical knowledge, integrity, and leadership) and rating sources (i.e., peer, self, and supervisor) and the degree of measurement equivalence across sources (Lance et al., 2014).

Kurzban et al. (2013) said that performance is the amount of effort an individual expends on his job. Meanwhile, Ibrahim et al. (2017) stated that employee performance is defined as the employee's ability to do a certain skill. Employee performance is very necessary, because with this performance it will be known how far the employee's ability is in carrying out the tasks assigned to him. For this reason, it is necessary to determine clear and measurable criteria and to be determined together as a reference.

Meanwhile, the definition of competence is a characteristic of an individual that has a causal relationship with effectiveness based on criteria and/or superior performance in a job or situation. The characteristic in question means that competence is a deep and enduring part of a person's personality and is a predictive indicator of the individual's behavior in various situations and work tasks (Chen and Chang, 2010).

Helfat and Peteraf (2011) define resources as assets or inputs to carry out production activities, both tangible and intangible, owned and controlled by the company or have access to other semi-permanent goods. While Wu and Chen (2014) define resources as assets, competencies, company knowledge.

Thus, based on the definition above, the author concludes that competence shows skills or knowledge characterized by professionalism in a particular field as something that is most important, as a superior field, with the indicators being:

a. Knowledge, Knowledge related to work includes:

1) Knowing and understanding knowledge in each field.
2) Knowing knowledge related to regulations, procedures, new techniques in government institutions.

b. Skills Individual skills include:

1) Ability to communicate well in writing.
2) Ability to communicate clearly orally.
3) Attitude

2. RESEARCH METHODS

This study aims to conduct a study on training strategies to improve the competence of state civil servants, with the aim of this research, the research method used is a mixed method between qualitative and quantitative methods. The qualitative approach is used in studying training policies and their implementation, this approach is considered the most appropriate because it can provide a comprehensive picture of reality regarding training policies and implementation.

The quantitative approach is used to assess the performance of training instructors and the impact of training, by processing questionnaire data using excel to obtain percentage values from incoming data. Quantitative data is directly processed using the available format which is then inventoried to be presented in the form of a recapitulation that can be directly interpreted. Given this, this research approach which uses a mixed method or a mixture/combination of qualitative and quantitative (Mixed Methods Research) is believed to be able to be used in the complexity of a study, comprehensive research on training has quite a large complexity so that a purely quantitative method or purely qualitative is considered less appropriate because it cannot understand the phenomena in the field comprehensively and completely.

3. RESULTS AND DISSCUSION

3.1 Results

In the period 2008-2011, a policy was issued to renew the civil servant training system with the concept approach of "Leadership Competency Model", then followed up in 2012 until now by conducting a review of the renewal of the training system to improve civil servant competence with the approach of "Adaptive Leadership". The concept was adopted from Heifetz who stated that Leadership is "The ability to mobilize people, and leaders must be able to distinguish between technical problems and adaptive challenges (Distinguishing Technical Problem And Adaptive Challenges)" (Magfiroh et al., 2023). Currently, the development of technology and its utilization, encourages changes in the competencies that must be possessed by supervisory officials. In addition to those specified above, the adjustment of these competencies is mainly in the mastery of information technology, the

ability to use and utilize information technology that can support work as a state civil servant so that services can be carried out effectively and efficiently.

Meanwhile, in the implementation of training organizers, the role of organizers and instructors is required to be able to carry out their duties and functions well in accordance with the targets to be achieved, so organizers and instructors must meet the competency qualification standards of their positions. These competency standards are the minimum abilities that must generally be possessed in carrying out their duties, responsibilities and authorities to organize, educate, teach, and/or train state civil servants in training.

3.2 Disscusion

Education and training are efforts to develop the competence of state civil servants, this is a form of responsibility of an employee in carrying out duties and functions. In addition, competency development is also a form of career based on qualifications, competencies, performance assessments and agency needs. Thus, the competencies referred to in career development are competencies measured by educational specialization, training and work experience.

State civil servant training aims to improve competency in accordance with the mandate of the law, so it must be able to answer the challenges and needs of the participant's organization. This is in accordance with what Yulk and Lepsinger explained that training and development are something that refers to matters related to planned efforts carried out to achieve mastery of skills, knowledge, and attitudes of employees or members of the organization (Salas et al., 2012)

Based on the theory above, state civil servant training has a strategic role in improving organizational and individual competency, so that services to the community will be more effective and efficient. Because the competencies built in training must be in accordance with needs and developments, the implementation of training is not only in policy making, but must also provide answers to existing problems. Accordance with that, Yuniarsih (2020) Education and training is the creation of an environment where employees can acquire or learn specific attitudes, abilities, skills, knowledge and behaviors related to work.

Based on the results of research from Priatna (2020) it is known that the elements of implementing training programs that need to be considered and improved are as follows: Training Materials, Non-Formal Education, Training Schedules, Instructor Friendliness, Training Variations, Training Methods, and Training Manuals. Meanwhile, the elements of the training program organizer that must be maintained are as follows: Formal Education, Instructor Skills, Instructor Abilities, Training Facilities, Training Curriculum, Training Evaluation. The implementation of training has an effect on the productivity of civil servants and the influence of the implementation of training is more dominant, this is because the implementation of training is more frequent and more applicable even though it still seems theoretical in civil servant work.

The results of the study by Filippetti et al. (2019) stated that human resource development through formal training is where employees are specifically assigned by the company to take part in training or training either carried out internally in the company or in training institutions that are partners of the company, this development is needed because of current or future job demands and also the career development plans of the employees concerned. The results of the study from Rozskazov et al. (2021) support that training changes

their behavior and increases their performance levels. The government always provides a budget for training as an investment in human resource development (Ali, 2019).

The purpose of state civil servant training is of course related to the process of developing capabilities that will improve organizational performance, because training is one way to invest human resource capital to be more productive and innovative in increasing the added value of its organization. Ideally, a training is able to provide practical and direct experience, as observed by Overman (Masadeh, 2012) that education, training and development in the form of what they hear they remember, what they see they will remember, and what they do they will understand. This long journey process will continue and have an impact on their performance throughout their lives.

This process includes gaining factual insight, that after participating in the training, these employees show something they did not know before, namely in the form of insight and factual reality. The results of the training program activities for state civil servants aim to develop the knowledge, skills, moral values and understanding needed in all aspects of life rather than knowledge and skills that are only related to limited fields of activity.

The achievement of training results in accordance with the objectives above must of course be maintained, even improved by adjusting technological developments and their use, this adjustment can be achieved by developing a more effective and efficient training model. because conventional and full classical training models with participants spread across the Republic of Indonesia will encounter obstacles in their implementation so that it will have an impact on the results. Therefore, it is necessary to establish a civil servant education and training system that prioritizes the era of globalization, multidimensional science and economic development in order to create a just and prosperous country (Mohamed et al., 2021).

4. CONCLUSION

Based on the findings and discussion of the research that has been compiled, it can be concluded that in meeting the need to improve the competence of supervisory officials through training, a training model is needed as a strategy to achieve the competence needed by participants and their agencies, an evaluation of the policy for organizing state civil servant training illustrates that the main objective of training is to improve the competence that must be fulfilled, the competence is in the form of technical competence, leadership competence and socio-cultural competence which is achieved through training activities. Because training conditions must be adjusted to technological advances and their use to obtain effective and efficient results, a relevant supervisory official training design is needed so that improving the competence of supervisory officials through training can continue to be implemented. The model is adjusted to the competence needs so that it will have an impact on individual and organizational performance. The implementation of the model must also be carried out professionally, accountably, effectively and efficiently as a process in creating quality service to participants.

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