

COMPETENCE DEVELOPMENT OF STATE CIVIL APPARATUS AT THE MINISTRY OF ENERGY AND MINERAL RESOURCES

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Abstract

This paper aims to describe the competency condition of personnel resources at the Ministry of Energy and Mineral Resources. This study uses interview and observation methods, the results of which are described based on the framework of the definition of competence in Law No. 5 of 2000 concerning State Civil Apparatuses. The results show that there are problems at the level of technical competence and managerial competence such as low employee ability due to the lack of opportunities to receive training and almost half of employees still do not experience higher education. Technical competence and managerial competence still have problems that need to be solved. These problems are essentially related to education, training, and placement of ASN resources at the Ministry of Energy and Mineral Resources.

Keywords: competence, education, training

Introduction

Government Regulation Number 11 of 2017 concerning Management of Civil Servants (PNS) has mandated that competency development is the right of every civil servant. Competency development is an effort to fulfill ASN competencies with job competency standards and career development plans. Competency development for the State Civil Apparatus (ASN) is an effort to improve performance, a form of competency development through training.

"The Center for Development of Human Resources, Electricity, New, Renewable Energy and Energy Conservation (PPSDM KEBTKE) is holding a Technical Training for Evaluation of the KEBTKE Feasibility Study (Distance Learning System) on March 28 to 30, 2022 via the Zoom application. "Elin Lindiasari, the Coordinator of Implementation and Infrastructure for Human Resource Development representing the Head of KEBTKE PPSDM said that this training aims to produce human resources who are able to understand the evaluation of the KEBTKE feasibility study based on existing standards and regulatory provisions, he said "The participants received material consisting of Simulation Evaluation of Feasibility Study of Electricity Supply Installation, Simulation of Evaluation of Feasibility Study of EBT Power Plants, Simulation of Evaluation of Feasibility Study of Energy Conservation, explained Elin "Present as teacher Fadolly Ardin, S.T., M.T., from the Directorate of Electricity Program Development, Nono Suprayetno, M.Eng. from the Directorate of Various New Energy and Renewable Energy, Mustika Delimantoro, S.T. from the Directorate of Geothermal, Moristanto, S.T., M.Ec.Dev., M.A from the Directorate of Bioenergy, Qatro Romandhi, S.T., M.Sc. from the Directorate of Energy Conservation, "After completing this learning material participants are expected to: be able to simulate the evaluation of a feasibility study for an electricity supply installation, be able to simulate an evaluation of a feasibility study for an EBT power plant, be able to simulate an evaluation of a feasibility study for Energy Conservation," said Elin.

As a government agency that provides services to the community, it currently has the title of a corruption-free area or WBK. In addition, LSK PPSDM KEBTKE has also received a performance value with a gold title given by the Directorate General of Electricity. Apart from training and certification services, PPSDM KEBTKE also provides services in the form of technical guidance, energy audit services and other supporting services related to Electricity and New and Renewable Energy. We are ready to become part of and Trusted Partner in the development of human resources in the field of electricity, new renewable energy, and energy conservation.

Competence is often associated with the achievement of employees or organizations. McClelland (1987) defines competence as "characteristics of a person that underlies and relates to the effectiveness and or performance of a person in a job or in a situation" (p.217). Furthermore, Krausert (2009) describes competence as the "ability shown through an attitude that contributes to organizational performance" (p.188). From these two definitions of competence,

it can be concluded that competence is a characteristic or ability of an individual to carry out his work effectively and is related to the performance of an organization. This means that if employees in an organization do not work well, it is likely that the organization will be affected. One of the efforts to improve employee competence is to organize proper education and training.

According to Rivai & Sagala (2009), the purpose of education and training is carried out to increase the work productivity of apparatus by providing learning about skills that are appropriate to their work duties and can fill the limitations of employees in fulfilling their performance. There are many studies on improving human resources, especially increasing employee competence. In Indonesia itself, the interest in exploring competency issues is mostly carried out at the micro level or the research is limited to samples and populations in certain small organizational units by looking for patterns of influence relationships between employee performance and variables such as education, motivation, training, reward, and punishment, etc.

For example, Nawawi (2012) found a strong influence relationship between the performance and competence of health workers at a Puskesmas in Palu City and a very strong relationship between motivation and performance, so he concluded that to improve the performance of health workers it is necessary to first increase employee motivation rather than increase competence. In contrast, with a total sample of 80 people from 387 population, Wirotomo & Pasaribu (2015) found that compared to other variables, competency is the variable that has the greatest influence on employee performance. However, their research did not include motivational variables in their research. Old, et. al, (2014) concluded from his research that self-concept, education and training, and work discipline simultaneously and partially have a significant effect on employee performance. However, he also explained that his findings also contradicted several previous studies. Ponto, et al. (2019) found that education and training had a significant effect on employee performance. In accordance with Ponto et al., Wirawan et al. (2019) suggest that increasing employee education and increasing work experience can increase employee productivity. Then, Widyantari & Suardhika (2016) stated that education and training, as well as work experience in using accounting information systems have a strong influence on the effectiveness of using the system.

Pakpahan et al. (2003) also found that the educational factor has a strong influence on employee performance. However, for training variables with indicators of leadership training, functional training, and technical training do not have a significant effect on employee performance. Even so, if the two variables are viewed simultaneously, then the results of these two variables have a positive influence on employee performance. Hasan (2011) concluded that the training factor has no significant effect on performance. However, the study did not mention what type of training or how many personnel had carried out the intended training, so it could not be seen clearly what kind of training caused the low contribution of training to employee performance.

Furthermore, taking a sample of 82 people from the same population in one sub-district in Surabaya, Akbar (2014) found that individual abilities (knowledge and skills) were proven to be able to influence the individual's performance. He explained that his findings were in line with several previous studies, although there were contradictions with other studies. He stated that these differences were likely from the scope of the variables and objects studied which influenced the research results. Saputra & Yahya (2016) concluded that increasing discipline and increasing welfare through remuneration have a significant effect on employee performance. However, they do not address the relationship between discipline and remuneration. This means that it cannot be concluded that high or low welfare (remuneration) is related to the level of employee discipline. The big umbrella in competency development for ASN comes from Law Number 5 of 2004 concerning State Civil Apparatus (ASN).

Basically, in the law, competence is a principle and a requirement for someone to occupy a certain position. Different positions or professions are occupied, the competency requirements are also different. Therefore, development is something that is absolutely given to ASN so that they can carry out their duties properly. This is regulated in Articles 21 and 22 of Law Number 5 of 2004 concerning the State Civil Apparatus (ASN) which states that competency development is an ASN right in addition to salary, benefits, facilities, leave, pension security and old age security. In more detail, ASN's right to obtain competency development is contained in Government Regulation Number 11 of 2017 concerning Management of Civil Servants (PNS) that competency development for each PNS is carried out for at least 20 (twenty) hours of study in one year. Then Government Regulation Number 49 of 2018 concerning Management of Government Employees with Work Agreements (PPNS) also states that the implementation of competency development is carried out for a maximum of 24 (twenty four) hours of study in 1 (one) year of the work agreement period.

Human Resource Management

General, experts argue that there are five basic functions that all managers carry out, namely planning, organizing, staffing, leading, and controlling. Overall, this function describes the management process. Several specific activities are included in each function, including: (Hasibuan; 2011)

1. Planning: setting goals and standards, developing rules and procedures, developing plans and forecasting or projecting some future events.
2. Organizing: giving each subordinate specific tasks, building departments, delegating authority to subordinates, establishing channels of authority and communication, coordinating the work of subordinates.
3. Staffing: deciding the type or kind of people to hire, recruiting prospective employees, evaluating performance, counseling, training and developing employees.
4. Leadership: getting others to get the job done, maintaining morale, and motivating subordinates.
5. Control: setting standards, such as sales quotas, quality standards or production levels, checking to see how actual performance compares to standards, taking corrective actions as needed.

Human resource management are the policies and practices required by a person to carry out the "people" or human resource aspects of a management position, including recruiting, screening, training, rewarding, and appraising.

Objectives of Human Resource Management (HRM)

The general goal of human resource management is to optimize the use (i.e., productivity) of all workers in an organization. In this context, productivity is defined as the ratio of a company's output (goods and services) to its inputs (people, capital, materials, energy). Meanwhile, the specific goal of a human resources department is to help line managers, or other functional managers, manage their workers more effectively. (MSDM Textbook: 2009)

In this context, a human resources manager is someone who normally acts in a staff capacity, who works closely with other managers to assist them in dealing with human resources matters. So basically, all managers are responsible for managing employees in their respective work units. In practice, it is necessary to share roles and responsibilities in HR management operational activities between HR managers who have HR management expertise and other managers who manage subordinates or work unit members daily (MSDM Textbook: 2).

To support leaders who operate departments or organizational units within the company, human resource management must have the following objectives:

1. Functional; maintain departmental contributions at levels appropriate to organizational needs.
2. Private; Help leaders achieve personal goals.
3. Community; socially and ethically to societal needs and challenges while minimizing negative impact on the organization.
4. Organization; complete the rest of the organizational work.

Definition of Competence

The definition of competence according to Law No. 13 of 2013 is the work ability of each individual which includes aspects of knowledge, skills and work attitudes in accordance with established standards. According to Boulter et al. (in Rosidah, 2003:11), competency is a basic characteristic of a person that allows employees to issue superior performance in their work.

Based on the description above, the meaning of competence contains a deep and inherent part of personality with predictable behavior in various work situations and tasks. The prediction of who is performing well and not well can be measured from the criteria or standards used.

Spencer and Spencer (in Moeheriono, 2009: 3) state that competence is a characteristic that underlies a person related to the effectiveness of individual performance in his work or the basic characteristics of individuals who have a causal relationship or as a causal relationship with the criteria used as a reference, effective or excellent performance or superior at work or in certain situations. Based on this definition, some of the meanings contained therein are as follows:

1. Basic characteristics (underlying characteristics), competence is part of a deep personality and is inherent in a person and has a deep and inherent behavior in a person and has predictable behavior in various conditions of work assignments.
2. Causal relationship (causally related), meaning that competence can cause or be used to predict someone's performance, meaning that if you have high competence, you will also have high performance (as a result).
3. Criteria (criteria referenced), which are used as a reference, that competence will predict someone can work well, must be measurable and specific or standardized.

Competence based on this explanation is a basic characteristic of a person that indicates how to think, behave and act as well as draw conclusions that can be carried out and maintained by someone at a certain period. From these basic characteristics, the goal is to determine the level of competence or standard of competence which can determine the level of performance expected and categorize it as high or below average.

According to McClelland in Sedarmayanti (2011: 126) explains that competence is as follows: "The fundamental characteristics possessed by someone who has a direct influence on or can predict excellent performance." According to Wibowo (2012: 324) explains that competency is as follows: "An ability to carry out a job that is based on skills and knowledge and is supported by the work attitude demanded by the job." Based on the above understanding, it can be concluded that competence is the ability to work by integrating knowledge, skills, abilities, and personal values based on experience and learning in the context of carrying out their duties in a professional, effective and efficient manner.

Methods

In accordance with the questions and research objectives, namely, to find out how the condition of the competence of personnel resources at the Ministry of Energy and Mineral Resources, this research uses a qualitative approach. The research method uses interviews and observation. This method is used to find out the extent of the problem regarding the competence of personnel resources at the Ministry of Energy and Mineral Resources by interviewing informants who work at the Ministry of Energy and Mineral Resources. For the operationalization of the concept, this article is described based on the competency interpretation in accordance with Law Number 5 of 2004 concerning the State Civil Apparatus (ASN) as a basis for describing the competence of apparatus resources at the Ministry of Energy and Mineral Resources.

Competence in the law includes: first, technical competence as measured by the level and specialization of education, functional technical training, and technical work experience. Second, managerial competence as measured by the level of education, structural or management training, and leadership experience. Third, socio-cultural competence as measured by work experience related to a pluralistic society in terms of religion, ethnicity, and culture so that they have a national perspective. The time span of the research was carried out for two weeks in the first and second weeks of January 2023.

Results and Discussions

Based on the results of the author's interview with the Ministry of Energy and Mineral Resources on January 7, 2023, he explained that "Employee placement at the Ministry of Energy and Mineral Resources is not in accordance with educational specialization. Because it is very difficult if the competencies possessed by the apparatus must be equated with the tasks they will carry out. Then, the authority to fill positions that are adjusted to their educational qualifications is very limited. can only propose requests for human resources without any guarantee of getting human resources in accordance with their duties and education. This depends on the availability of human resources, which are also needed by other organizations. Finally, the Ministry of Energy and Mineral Resources can only optimize existing human resources. Because according to Law Number 5 of 2004 concerning the State Civil Apparatus, each position has specific competency qualifications according to their position so that they can carry out their duties properly. So that the preferred work placement is the competence needed in the position.

Dimas & Simanjuntak (2017) state that simultaneously education and training have a significant effect on employee work effectiveness. This means that employees who have an appropriate educational and training background for their position will work more effectively than those who do not. This is because competent employees have basic knowledge in accordance with their education so they can know the ins and outs of work, to then complete their work. This, of course, will be different if the employee has a different educational background from his position because he will need a longer time to learn his duties. Functional technical training.

In Government Regulation Number 101 of 2000 concerning Education and Training of Civil Servants Article 11 states that "Functional training is a type of Civil Servant Training that is carried out to meet the requirements according to the type and level of functional positions. Based on the staffing documents of the Ministry of Energy and Mineral Resources obtained by the author, there are no employees holding certain functional positions. This position at the Ministry of Energy and Mineral Resources consists of general structural and functional positions spread across several echelon IV units.

ASN functional positions show position, duties and authority based on certain expertise or skills. An example is the functional positions of doctors, lecturers, researchers, archivists, computer institutions, etc. Related to this,

"Functional technical training organized by the competent government is still lacking to support and improve the competence possessed by apparatus. Not all apparatus can follow the existing training." Statements from informants regarding the limited availability of functional positions and functional training indicate the difficulty of getting HR with functional positions. For example, to become a functional planning officer, one must attend the functional planning training held by the National Planning Agency (Bappenas).

To take part in the training, a person must not only have the required minimum educational qualifications but also must pay the training fee. Even then, it is not certain that they will be immediately appointed to the position of planner because the formation of functional positions in them must also be available. Barriers to participating in education and training are increasing because usually, the regions do not budget for the training costs. Although there are, the number is very limited due to limited local government budgets. To overcome these obstacles, the government issued Regulation of the Minister of Administrative and Bureaucratic Reform (Menpan-RB) Number 26 of 2016 concerning the Appointment of Civil Servants in Functional Positions through adjustments/inpassing. The purpose of issuing this regulation is for ASN to have professionalism and be able to pursue a career outside of structural positions.

In addition, adjustments to functional positions are an effort to cut the bureaucratic process so that it is more effective and efficient. With the inpassing process, an employee does not need to carry out the intended functional training, what needs to be done is to collect activity items to be used as credit scores. However, the management and provision of functional position formations need to receive more attention from practitioners and academics. Starting from the analysis of what positions are needed in career development and special functional allowances. Experience working technically from staffing data at the Ministry of Energy and Mineral Resources, many employees have had a long tenure. Widyantari & Suardhika (2016) examined the factors that can help an employee understand and use the accounting information system used in the institution where the employee works. Their results state that education and training, as well as work experience in using accounting information systems have a strong influence on the effectiveness of using the system.

This means that the more often employees are educated and trained and the more often employees use the system, the more effectively they complete their work. Like this study, Wirawan et al (2019) stated that increasing work experience can increase employee productivity. Therefore, they suggest that employees should be given the opportunity to improve their work experience with certain training according to their field of work. Government Regulation Number 11 of 2017 concerning Management of Civil Servants (PNS) opens opportunities for an ASN to take part in an internship or employee exchange with the private sector. This opportunity is given to ASN to gain work experience outside their institution so that they can take lessons from their internship activities. For example, employees, sub-districts, or institutions related to public services may study and do internships, for example in banks or other companies related to direct services to consumers.

However, it is necessary to develop procedures for how this process can take place in real terms with academic studies. Managerial Competence According to Law Number 5 of 2014 the scope of managerial competence consists of: educational level, structural or management training, and leadership experience. Level of education At the Ministry of Energy and Mineral Resources, the education level of officials is dominated by high school and bachelor's degree graduates. The composition of staff based on qualifications at the Ministry of Energy and Mineral Resources raises concerns in the internal environment. The Head of the General Affairs and Personnel Subdivision of the Ministry of Energy and Mineral Resources said that: "Actually the existing employees with the existing education standards are still far behind, because now is the digital era, many employees, especially the staff of 11 (eleven) people, are only high school graduates. , of course in the future it will be difficult to work if you don't want to develop your own potential, especially in terms of improving education." Based on the results of observations at the Ministry of Energy and Mineral Resources, there are still employees who have weaknesses in using computers, so that leaders have difficulty placing and giving daily tasks. In addition, there are still those who do not understand well the duties in their positions and the business process in. For example, some employees still have difficulty making draft letter notes, recording data, or analyzing data.

Many empirical studies conducted in various organizational units in Indonesia have concluded that education is a significant factor in increasing employee productivity. For example, Ponto, et al. (2019) found that out of a total of 67 respondents taken, education and training had a significant effect on the performance of employees of the North Sulawesi Province National Unity and Political Unity Agency. They explained that the higher the level of education and the more training given, the employee's performance will increase.

In line with the results of the research above, Widyantari & Suardhika (2016), Wirotomo & Pasaribu (2015) Fathurrochman (2017), Tua et al. (2014), Pakpahan et al. (2003), Dimas & Simanjuntak (2017) also highlight

education as a major contributor in improving employee performance. Akbar (2014) explains further that it is the knowledge and skills gained from education and training that can improve employee abilities so that the employee's performance also increases. Several employees at the Ministry of Energy and Mineral Resources admitted that their weaknesses were related to their low level of education and lack of training. However, employees agree that education and training can make them better at their jobs. In fact, there are many officials who want to continue their education, but the problem of cost seems to be the biggest inhibiting factor why they don't continue their education. An employee at the Ministry of Energy and Mineral Resources who is a high school graduate said that: "I am a high school graduate, I wanted to continue my undergraduate education but due to the cost factor I canceled my wish.

My only graduate at the high school level has resulted in my career, which until now is still a staff at the Ministry of Energy and Mineral Resources, even though many other employees who are younger than me are already holding positions." The statement of one of the employees was confirmed by the Ministry of Energy and Mineral Resources, which stated that many of their employees were faced with costs when they wanted to continue their education. He added that training as an alternative to increasing knowledge and skills other than education cannot be expected too much because there are very few offers for employee training and the very limited budget for holding training programs for employees themselves. Employees at the Ministry of Energy and Mineral Resources are very enthusiastic when given the opportunity to attend training or seminars.

As an example, stated by one of the employees: "The seminar I attended was very good to increase my knowledge as a State Civil Apparatus working at the Ministry of Energy and Mineral Resources, so that I can provide good service to the community. Apart from that, I can also share with other employees what I got at the seminar." Likewise with other employees, one of the staff at the Ministry of Energy and Mineral Resources said that "The Socialization and Training for Child-Friendly Village Development that I participated in was about child-friendly village development.

In this socialization, the speaker delivered material regarding the stages of forming a friendly village for children in the Sleman Regency. After participating in the socialization, I will create a program that I will carry out at the Ministry of Energy and Mineral Resources to form this child-friendly village." Structural Training Based on Government Regulation Number 202 of 2000 concerning Education and Training for Civil Servant Positions to achieve competence of government apparatus according to position levels, education and training are provided for structural officials, namely: Level IV Leadership Education and Training (Diklatpim) for structural echelon positions IV, Diklatpim level III for structural echelon III positions, Diklatpim level II for structural echelon II positions, Diklatpim level I for structural echelon I positions.

Of the several officials and employees who have the potential to hold existing structural positions, it turns out that only 4 (four) people have carried out education and training, namely the Head of the Sub-Division and the Secretary of the Head of the Sub-Division (Diklatpim III), the Head of the General and Personnel Subdivision (Diklatpim IV), and the Head of the Subdivision Finance, Planning and Evaluation (Diklatpim IV). In general, for the implementation of education and training, be it structural, functional, or technical, the Ministry of Energy and Mineral Resources said that: so that each apparatus must provide its own costs." Especially for education and training for structural members, one structural official said that the call to attend training and education was relatively long because there were many officials who registered for the same thing. This has resulted in many officials who have occupied the chief of staff but have not even experienced the training. In addition, for potential employees, the failure to carry out training and education is a stumbling block to occupy available positions because the requirements are to have passed training and education, even though the rules state that a person may attend training and education after the person concerned has occupied the position. Leadership experience as previously explained, work experience can increase organizational productivity and performance.

Likewise with leadership experience that can help someone in managing work units under them. The Ministry of Energy and Mineral Resources said "I have worked for almost 27 years as a State Civil Apparatus. I am new to the Ministry of Energy and Mineral Resources." Previously, he admitted that the leadership experience of the Ministry of Energy and Mineral Resources had really helped him to carry out his duties properly. Mote et al. (2019) said that the managerial ability of a sub-district head affects the performance of employees in . This means that the performance of a Camat also contributes to overall performance. Socio-Cultural Competence Based on Law Number 5 of 2014 concerning State Civil Apparatus Chapter VIII Article 69 Paragraph (3), socio-cultural competence can be measured from work experience related to a pluralistic society in terms of religion, ethnicity and culture so that they have national insights.

The Ministry of Energy and Mineral Resources said that even though he learned about social culture and nationalism in the education and training he had attended, putting this into practice was a challenge in itself. Direct

learning experience in the field with the community in recognizing and understanding the conditions of the community. Therefore, Ministry of Energy and Mineral Resources officials hold routine activities every two weeks at the Ministry of Energy and Mineral Resources outside of the official agenda, namely coordination meetings attended by the community to discuss issues -problems that occur in the community every week and find the right solution to solve it. This is carried out in addition to getting input from the community and sharpening the activity programs that will be prepared, as well as to bring the community closer to the ranks of the apparatus. That is why the Ministry of Energy and Mineral Resources wants to increase the frequency of such meetings. He said, "In the future there will be more routine activities between the apparatus and the community, and a schedule will be made, because that is important in addition to the implementation of the main tasks and functions."

Apparatus Resource Competence at the Ministry of Energy and Mineral Resources shows that related to technical competence and managerial competence there are still problems that need to be solved. These problems are essentially related to education, training, and placement of ASN resources at the Ministry of Energy and Mineral Resources. Although empirical studies show that education and training are significant things to improve employee performance, the findings in the field show contradictions.

There are still many employees whose educational qualifications are still low and there are very few education and training programs for employees of the Ministry of Energy and Mineral Resources. The findings in this study have limitations. First, this study is not intended for generalization purposes. This means that the research was only carried out at one Ministry of Energy and Mineral Resources, so drawing conclusions that all Ministries of Energy and Mineral Resources have the same findings as this study is certainly unacceptable. Second, the time span of the research conducted in a certain period cannot describe the condition of the Ministry of Energy and Mineral Resources in general in periods other than the research period. It is possible that the findings will be different if done in another time. Third, the results of the findings are very likely to be different if the competency conditions at the Ministry of Energy and Mineral Resources are viewed from other factors. For example, if you want to add employee motivation factors, these factors may or may not affect an employee's performance.

Therefore, it is necessary to carry out further studies related to the competence of HR planning staff at the Ministry of Energy and Mineral Resources, and the performance of the Ministry of Energy and Mineral Resources at more locations and for a longer and more consistent time. In addition, employee competence issues are also closely related to employee HR planning. Limited authority in the procurement and planning of quality human resources makes it dependent on regional and national policies. Regarding employee HR management, the findings proposed by Fahrani (2017) are interesting for further discussion. Fahrani (2017) identified that in the management and development of apparatus resources there were obstacles in civil servant resource planning, namely, overlapping regulations, differences in HR planning formats, differences in the number of CPNS formations between Kemenpan-RB and BKN, lack of quality and lack of employee communication carrying out human resource planning, lack of attention from the leadership, and budget expenditures are not budgeted to support certain functional positions.

Conclusions

Technical competence and managerial competence still have problems that need to be solved. These problems are essentially related to education, training, and placement of ASN resources at the Ministry of Energy and Mineral Resources. Employee competency issues are also closely related to employee HR planning. Limited authority in the procurement and planning of quality human resources makes it dependent on regional and national policies. In the management and development of personnel resources there are obstacles in PNS resource planning, namely, overlapping regulations, differences in HR planning formats, differences in the number of CPNS formations between Kemenpan-RB and BKN, lack of quality and communication of employees carrying out HR planning, lack of attention leadership, and no spending budget is budgeted to support certain functional positions.

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