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ANALYSIS OF EMPLOYEE COMPETENCY DEVELOPMENT STRATEGIES IN IMPROVING PERFORMANCE (CASE STUDY: REGIONAL OFFICE IV BKN MAKASSAR)

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ABSTRACT
This study aims to analyze: (1) employee competency development strategies for enhancing the performance of civil servants, and (2) obstacles in implementing these strategies at Regional Office IV of the National Civil Service Agency (BKN) in Makassar. The study employs a qualitative approach with a case study design. Data collection techniques included in-depth interviews, direct observation, and document review. Data analysis utilized an interactive model comprising data reduction, data presentation, and conclusion drawing. The results indicate that employee competency development strategies have been implemented through education and training, career development, coaching and mentoring, competency needs analysis, and work-experience-based learning. These strategies contributed to improved work quality, task execution accuracy, and employee responsibility. However, implementation still faces challenges such as limited budgets and training quotas, heavy workloads, and post-training evaluations that are not yet optimally integrated with the performance appraisal system. The study concludes that competency development strategies play a crucial role in enhancing employee performance but require strengthened integration in planning, equitable access to training opportunities, and continuous evaluation to ensure optimal and sustainable impact.

A. INTRODUCTION

In the era of globalization and digital transformation, public sector organizations are required to be able to adapt quickly to the dynamics of change in order to improve the quality of professional, responsive, and integrity services. One of the strategic issues that has received global attention is the development of human resources (HR) as the main driver of the creation of an effective and efficient bureaucracy (World Bank, 2020). According to the United Nations Development Programme (UNDP, 2022), capacity building of state civil servants (ASN) is an important pillar in supporting the achievement of the Sustainable Development Goals (SDGs), especially in the aspect of good governance.

The Indonesian context shows that the bureaucratic reform agenda places improving the competence of civil servants as a strategic step to realize an adaptive, integrity, and high-performance government (Ministry of PANRB, 2023). This commitment is affirmed in Presidential Regulation Number 18 of 2020 concerning the 2020–2024 RPJMN which places bureaucratic reform as one of the national priorities.

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One of the main indicators is to improve the quality of ASN human resources through training and competency development strategies that are systematically and measurably designed.

The State Civil Service Agency (BKN) reports that until 2024, more than 70 percent of civil servants in Indonesia still need to improve their competencies in order to meet the applicable position standards. These findings confirm that the issue of competence can no longer be seen as an additional option, but rather an urgent need. Therefore, competency development strategies must be prepared in a mature, directed, and sustainable manner. Without the integration of competency assessment systems, accreditation of training institutions, and continuous monitoring and evaluation, competency development programs risk being trapped in administrative routines that are purely ceremonial, so that real benefits to improve the quality of individual ASN and organizational performance are difficult to achieve.

More deeply, the trend of the need to improve the competence of ASN in the period 2020 to 2024 shows a consistent and sustainable pattern. The percentage of civil servants who need to improve their competencies increased from 65% in 2020 to 70% in 2024, while the number of civil servants whose competencies are in accordance with the demands of the position actually decreased from 35% to 30% in the same period. This fact illustrates that the competency gap of ASN has not been completely resolved, even showing a tendency that is getting stronger from time to time.

In the local context, the phenomenon of competency gap is also evident in the Regional Office IV of BKN Makassar. For example, in the process of Assessing ASN Potential and Competency through the Computer Assisted Competency Test (CACT), as many as 57 employees in Kanreg IV participated in this evaluation, but not all of them showed competency compatibility according to position standards. In addition, Kanreg IV routinely holds Coaching and Consultation Services in the Field of Personnel Information via Zoom every Friday, with a focus on improving the quality of ASN data, digitizing personnel documents, and resolving data disparities, which shows that the issue of competency data and ASN information is a serious concern in daily operations. These facts indicate that although various competency development programs have been implemented, obstacles in design, implementation, and follow-up still arise, so that not all employees can meet the competency standards of the position.

Based on this description, it is clear that the ASN competency development strategy, both nationally and at the regional work unit level, is a challenge that must be handled systematically. Therefore, this study aims to analyze employee competency development strategies in improving performance at the Regional Office IV of BKN Makassar. The results of this research are expected to make a practical contribution to BKN, especially Kanreg IV Makassar, in formulating policies for developing employee competencies that are more directed, adaptive, and sustainable, so as to be able to strengthen organizational effectiveness and support the bureaucratic reform agenda in Indonesia.

B. METHODS

The design of this study uses a qualitative method with a case study approach. The selection of this method is based on the purpose of the research that aims to gain an in-depth understanding of the ASN competency development strategy at the Regional Office IV of BKN Makassar. Data analysis was carried out in a qualitative descriptive manner, namely by describing the results of interviews, observations, and documentation to get a comprehensive picture of competency development strategies.

In addition, this research is also supported by quantitative document data such as the percentage of the need to improve the competence of ASN, so that the results of the analysis become more comprehensive and can be scientifically accounted for.

The data analysis technique in this study uses the Interactive model of Miles and Huberman (1994) which emphasizes the systematic and continuous analysis process. The analysis stage is carried out through several main steps, namely Data Reduction, Data Presentation and Conclusion Drawn, In addition, this study also applies source triangulation, which is by combining the results of interviews, observations, and documentation to increase the validity of the data. With these stages, data analysis is expected to be able to provide comprehensive, valid results, and be able to answer research questions in depth.

C. RESULTS AND DISCUSSION

Results

The results of the research were obtained through in-depth interviews with leaders and structural officials at the Regional Office IV of the Makassar State Civil Service Agency (BKN), observation of coaching activities, and documentation review related to employee competency development. The findings of the study show that the employee competency development strategy is implemented through five main approaches, namely education and training, career development, coaching and mentoring, competency needs analysis, and work experience-based learning. In addition, the study also found a number of obstacles in the implementation of the strategy.

1. Employee Education and Training

The results of the interviews showed that the determination of education and training participants was carried out based on the needs of the work unit and the relevance of the job duties. Training is carried out in classical and non-classical forms such as e-learning and webinars. However, the equal distribution of opportunities to participate in training is still constrained by quota and budget limitations.

The findings of the study show that education and training have a positive impact on improving the quality of work, understanding of regulations, and employee discipline. However, not all employees have had the opportunity to participate in the program so the benefits have not been felt equally.

Obstacles found include:

a. Training quota and budget limitations;
b. Uneven opportunities to participate in training
c. High workload that hinders employee participation.

2. Employee Career Development

The results of the study show that career development has been carried out based on a merit system that considers the qualifications, competencies, and performance of employees. However, the relationship between competency development and career development has not been fully integrated.

The obstacles found include the position promotion process that is still selective, employee perceptions of the length of the career development process, and the limitations of structural and functional position formations.

3. Coaching then Mentoring

The results of the study show that coaching and mentoring are more carried out situationally through direct direction from their superiors when employees face

work problems. This approach is considered effective in helping solve work problems, but it does not have a standard system.

The main obstacles are the unavailability of coaching and mentoring SOPs, dependence on leadership initiatives, and the lack of documentation and evaluation of coaching results

4. Competency Needs Analysis

The results of the study show that the analysis of competency needs has been carried out through competency mapping, workshops, webinars, technical assistance, and the use of competency assessment data. However, the use of the results of the analysis has not been fully the basis for the preparation of the training program.

The obstacles found include the non-optimal use of competency data, training planning that is not fully needs-based, and coordination between units that is still limited.

5. Work Experience-Based Learning

The results of the study show that learning through work experience is one of the most effective strategies in improving employee competence. Employees gain experience through direct assignments, operational activities, and the supervision process.

However, experiential learning has not been supported by a good knowledge documentation system so that knowledge transfer still depends on the experience of each employee.

6. The Impact of Competition Development on Employee Performance

Based on the results of interviews with all informants, competency development strategies have a positive impact on improving work quality, timeliness of task completion, responsibility, discipline, professionalism, and the ability to work together. However, the increase has not been felt equally by all employees.

7. Obstacles to the Implementation of Competency Development Strategies

The research identified five main obstacles in the implementation of competency development strategies, namely:

a. Budget limitations and training quotas
b. High workload of employees
c. Post-training evaluation that is not optimal
d. Unstructured coaching and mentoring
e. Equitable distribution of competency development opportunities that are not optimal.

Discussion

The results of the study show that the employee competency development strategy at the Regional Office IV of BKN Makassar has accommodated various forms of competency development as stated by Noe, namely through education and training, workplace learning, coaching and mentoring, and work experience-based learning. These findings indicate that organizations have made efforts to implement competency development strategies that are adaptive to changes in the work environment and the digitalization of public services. However, the implementation is not optimal because it is still faced with budget limitations, equitable distribution of training opportunities, and suboptimal post-training evaluation.

The findings of the study also show that competency development contributes to improving work quality, timeliness of task completion, responsibility, discipline, and

professionalism of employees. These results are in line with Mangkunegara's performance theory which states that increasing competence will affect the quality and quantity of employee work. However, this impact has not been felt equally by all employees because opportunities to participate in competency development programs are still limited.

When associated with the conceptual framework of research, competency development strategies play a role as a process that influences changes in employees' work behavior through continuous improvement of skills, experience, and learning. Thus, performance improvement does not occur instantly, but through a competency development process that takes place continuously and is influenced by organizational conditions.

The results of the documentation review on the composition of Civil Servants at the Regional Office IV of BKN Makassar further strengthen the findings of the research. The employee structure, which is dominated by technical and administrative positions, shows the need for continuous competency development so that employees are able to keep up with the development of regulations, information technology, and public service demands. Therefore, competency development strategies need to be supported by a more integrated evaluation system, equitable access to training, and strengthening experience-based learning in order to improve organizational performance in a sustainable manner.

D. CONCLUSION

Employee competency development strategies at the Regional Office IV of BKN Makassar include education and training, career development, coaching and mentoring, training needs analysis, and work experience-based learning, both classical and non-classical, including through e-learning and webinars. This strategy is in line with the provisions of ASN and the principles of human resource management, and has been proven to improve employee knowledge, skills, work attitudes, and performance, especially in civil service and ASN administration.

However, the implementation has not been fully optimal due to budget limitations, time, post-training evaluation systems, digital competency gaps, and unstructured coaching/mentoring implementation. Nevertheless, competency development still has a positive influence on the quality, quantity, timeliness, responsibility, and cooperative ability of employees, thereby contributing to organizational effectiveness and the quality of public services.

Thus, strengthening the planning, implementation, and evaluation of competency development is needed to be more optimal, directed, and sustainable, in accordance with the principles of the merit system and bureaucratic reform.

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