



ANALYSIS OF EMPLOYEE COMPETENCY DEVELOPMENT IN THE PERSONNEL DIVISION OF THE CENTRAL LAMPUNG REGENCY EDUCATION OFFICE

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Abstract :

The research method used was descriptive qualitative research. This method was used to describe the analysis of employee competency development in the Personnel Division of the Central Lampung Regency Education Office. All data were obtained directly from informants in the field using interviews and document studies. The results of the study indicate that employee competency development in the Personnel Division of the Central Lampung Regency Education Office has been implemented through various educational and training activities, but implementation has not been fully optimized. This is evident in the persistent obstacles in the dimensions of employee motivation, personal traits, self-concept, knowledge, and skills. This condition has resulted in less than optimal improvement in professionalism and the quality of employee services.

Keywords : *Development, Competence, Employees, Personnel.*

INTRODUCTION

Along with the increasing complexity of duties and responsibilities, the Personnel Division is required to be more professional, adaptive, and responsive to regulatory changes and the development of information technology in the personnel administration system. The implementation of digital-based systems, such as the Personnel Information System (SIMPEG), e-performance, and online administrative services, requires employees to have technological literacy and the ability to manage data and information accurately and quickly. This condition emphasizes the importance of continuous competency development so that employees can adapt to the ongoing digital transformation within government institutions.

Despite this, several obstacles are still found in the implementation of employee competency development within the Personnel Division of the Central Lampung Regency Education Office. These include limited training budgets, suboptimal mapping of employee competency needs, and a lack of innovation in training methods. In addition, competency development activities are sometimes not fully aligned with job requirements and the organization's strategic plan, resulting in limited impact on improving employee performance and personnel administrative services.

Therefore, the Personnel Division of the Central Lampung Regency



Education Office needs strategic efforts to enhance employee competence through technical training, management capacity-building, and the development of character and work ethic. Directed and long-term competency development is expected to produce employees who are honest, professional, and capable of providing fast, accurate, and transparent services. Employee competency development is a long-term investment in achieving good governance and improving the quality of public services in the educational sector in Central Lampung Regency not merely performing administrative tasks.

Human resources are the most important component in government administration, as the quality, skills, and professionalism of public sector employees significantly influence organizational performance. Employees in local government bureaucracies are responsible not only for implementing policies but also for ensuring efficient, effective, and accountable public services. Therefore, competency development is a strategic component that must be carried out in a planned and sustainable manner to meet the demands of change and the dynamic needs of society.

The Personnel Division of the Central Lampung Regency Education Office plays a crucial role in managing personnel administration, career development, and human resource capacity-building within the Education Office. Its main functions include managing personnel data, carrying out transfers and promotions, evaluating performance, and enforcing employee discipline. Employees with adequate technical, managerial, and sociocultural abilities aligned with job requirements and policy developments are needed to carry out these tasks effectively.

As tasks become more complex, the Personnel Division is required to be more professional, adaptive, and responsive to regulatory changes and information technology developments in the personnel administration system. The adoption of digital systems such as SIMPEG, e-performance, and online services requires employees to possess the ability to operate technology effectively and manage data quickly and accurately. This condition reinforces the importance of continuous competency development so that employees can adapt to the digital transformation occurring within government administration.

However, various obstacles still hinder competency development initiatives, including insufficient training budgets, the lack of structured competency needs analysis, and limited innovation in training methods. Additionally, training programs are not always aligned with job needs and organizational strategies, resulting in suboptimal improvement in employee performance and the quality of personnel services.

Given these challenges, the Personnel Division needs to carry out strategic competency development through technical training, managerial capacity-building, and character development. A systematic and sustainable competency development approach is expected to produce professional, high-integrity employees capable of providing fast, accurate, and transparent

personnel services.

Based on the problem background above, several issues can be identified:

The implementation of employee competency development programs, including training, workshops, and technical guidance, has not been fully optimized and does not always align with job requirements and technological developments. The planning of competency development is not yet based on a job needs analysis (Training Need Analysis), resulting in training materials and methods that are not always relevant. Limited budgets and supporting resources hinder the implementation of sustainable competency development for all employees within the Personnel Division. The awareness and motivation of some employees to improve their competence through formal and nonformal learning remain low. The use of information technology in personnel administration is still suboptimal, primarily due to limited employee technical skills in operating digital applications such as SIMPEG and e-performance.

Thus, the research problem is formulated as follows: 1) How is employee competency development implemented in the Personnel Division of the Central Lampung Regency Education Office? 2) What factors hinder the implementation of employee competency development in the division?

Literature Review

Concept of Development

Human resources, particularly personnel, play a crucial role in improving organizational performance and public service quality. Human resources are the primary asset that supports operational, administrative, and public service processes. To ensure that employees possess adequate skills to meet job demands, responsibilities, and the rapid development of knowledge and technology, competency development must be carried out periodically.

Competency development helps employees adapt to organizational changes and regulatory developments. With strong coordination, communication, and analytical abilities, employees can contribute optimally to achieving organizational goals. This aligns with human resource development principles emphasizing collaboration, individual potential enhancement, and innovation in delivering public services.

Therefore, competency development is not merely an administrative requirement but a long-term investment for increasing organizational effectiveness, efficiency, and accountability. Planned, systematic, and job-based competency development is expected to produce professional, high-performing employees capable of responding to changes and challenges in government administration.

Organizations must have skilled, professional, and integrated human resources to face evolving organizational contexts, technological progress, and increasing public expectations for quality services. Public service quality, decision-making accuracy, and organizational performance are significantly influenced by employee competence.

Furthermore, Law No. 5 of 2014 on the State Civil Apparatus mandates

that every civil servant has the right and obligation to continually develop their competencies. Government Regulation No. 17 of 2020 emphasizes the need to fulfill at least 20 credit units of competency development annually. These regulations highlight that competency development is an institutional obligation, not an option.

In practice, however, competency development in many government agencies including the Personnel Division has not been fully optimized. Constraints include limited budgets, the absence of structured competency needs analysis, and low employee motivation. Consequently, employees' competencies do not develop in accordance with job demands, leading to delays and inefficiencies in personnel administration.

Optimal competency development must therefore focus on improving technical, managerial, and sociocultural skills. Through job-based Training Need Analysis, employees can obtain relevant training tailored to their duties. Innovations such as e-learning, coaching, and mentoring also support effective and adaptive learning.

Concept of Employee Competence

Every organization public or private requires competent employees because human resource quality significantly determines organizational goals and task performance. Employees in government administration act as policy implementers, administrators, and public service providers. Therefore, employees must possess professional, efficient, and ethical competencies to perform their duties effectively.

Employee competence includes the knowledge, skills, and work attitudes required to accomplish tasks. In the current era of globalization and digital transformation, organizations must continuously enhance employee competencies, particularly in digital literacy and information management. Employees must not only comply with regulations but also adapt, innovate, and utilize technology to improve productivity.

Dessler (2017) states that employee development is the process of enhancing individual capacities through training and education to prepare them for future responsibilities. Development is an investment aimed at improving long-term capability and performance.

However, competency-related issues still arise, including mismatch between competence and job requirements, low ability to use digital systems, and limited participation in self-development activities. These issues hinder organizational performance, particularly in administrative processes and governance.

Government regulations such as Law No. 5/2014 and PP No. 17/2020 provide a strong legal foundation for improving employee competence. These regulations aim to facilitate the development of professional, ethical, and accountable civil servants.

Employee competency strengthening is therefore a strategic necessity for the Central Lampung Education Office. High-quality technical, managerial, and sociocultural competencies support effective, transparent, and community-

oriented services. Strong competence leads to an effective, responsive, and adaptive bureaucracy.

In personnel administration, competence influences the quality of employee data management, performance assessment, career development, and discipline enforcement. Without adequate competence, these functions cannot be executed optimally.

The challenges currently faced include competency gaps, low digital literacy, slow adaptation to regulation changes, and lack of collaboration. These issues negatively affect data accuracy, administrative efficiency, and service quality.

Competence is determined by five dimensions: Motives – Internal drives that encourage employees to work diligently and responsibly. Traits – Stable personal characteristics such as discipline, accuracy, and honesty. Self-Concept – Personal beliefs, confidence, and self-awareness regarding one's role. Knowledge – Understanding of regulations, systems (e.g., SIMPEG), and policies. Skills – Practical abilities to perform technical and administrative tasks effectively.

RESEARCH METHOD

A descriptive qualitative research design is used to obtain a comprehensive understanding of procedures, strategies, and challenges associated with competency development in the Personnel Division. Qualitative research emphasizes meaning, understanding, and interpretation of phenomena. According to Sugiyono (2019), qualitative research uses words and natural contexts to understand events experienced by research respondents holistically and descriptively.

FINDINGS AND DISCUSSION

Motives (Motivation)

Employee competency development in the Personnel Division is a strategic need for improving public service quality. Motivation is a key dimension, representing internal drives that guide employee behavior and performance. Based on interviews with the Head of the Personnel Division (December 2025):

“Employee motivation to participate in competency development is generally good. Employees understand that increased competence is needed to support professionalism and service quality.”

Regulatory changes related to merit systems, digitalization, and e-government also require strong learning motivation. The Head of Subdivision for General Affairs and Personnel stated: “Motivation is influenced by job relevance, equal opportunities, and leadership support.

Thus, the motives dimension becomes the foundation for building positive work culture, strengthening work ethic, and ensuring successful personnel management.

Motivation reflects intrinsic and extrinsic drivers that shape employee

commitment toward learning and performance improvement. According to McClelland's motivation theory, achievement motivation significantly influences professional growth and productivity. Furthermore, public sector motivation theory (Perry & Wise, 1990) emphasizes that employees in public institutions are often driven by service orientation and professional responsibility. The findings indicate that employees' awareness of regulatory demands and digital transformation strengthens their intrinsic motivation. Therefore, it can be concluded that motivation acts as a primary catalyst for competency development, ensuring that training initiatives translate into improved public service performance.

Traits (Personal Characteristics)

Traits such as discipline, responsibility, and willingness to learn influence competency development. The Head of the Personnel Division explained: "Employees who are proactive and open to change more easily absorb training materials and apply them in their duties."

Traits may not change instantly but can be developed through mentoring, training, and experience. The Head of Subdivision added "The most supportive traits are responsibility, commitment, and discipline. Employees with these traits usually take training seriously."

Strong traits contribute to professionalism, accuracy, and service quality.

Trait theory in organizational behavior suggests that stable personality characteristics influence job performance and adaptability (Robbins & Judge, 2017). Employees who demonstrate conscientiousness, openness to experience, and responsibility tend to show higher learning agility. Although traits are relatively stable, organizational culture and leadership can reinforce positive behavioral patterns. The findings suggest that proactive and disciplined employees are more capable of internalizing training outcomes. Therefore, it can be concluded that personal traits function as behavioral enablers that determine the sustainability of competency development outcomes.

Self-Concept

Self-concept refers to an employee's perception of their ability and role. A positive self-concept contributes to confidence and readiness in adopting new skills. The Head of the Personnel Division stated: "Employees with positive self-concepts tend to be confident, willing to take on challenges, and open to new knowledge."

The Head of Subdivision added "Most employees have a good understanding of their roles and recognize the need to increase competence."

Self-concept supports collaboration, responsibility, initiative, and professionalism

Self-concept is closely related to self-efficacy theory (Bandura, 1997), which states that individuals who believe in their capabilities are more likely to undertake challenging tasks and persist in learning processes. In the context of public administration, a strong professional identity enhances accountability and adaptive performance. The findings demonstrate that employees who understand their institutional roles show greater readiness for change and

competency enhancement. Thus, it can be concluded that a positive self-concept strengthens confidence and accelerates the internalization of new competencies within bureaucratic structures.

Knowledge

Knowledge is essential for understanding regulations, procedures, and systems. The Head of Personnel stated: "Employees with sufficient knowledge can perform tasks more effectively and accurately."

Training helps deepen employee understanding of personnel regulations and administrative procedures. Knowledge enhances confidence and accuracy in performing tasks.

Knowledge represents the cognitive dimension of competency and forms the basis for decision-making and administrative precision. According to human capital theory (Becker, 1964), investment in knowledge development increases productivity and institutional effectiveness. In public administration, regulatory knowledge is particularly important due to the rule-based nature of bureaucratic systems. The findings indicate that training programs significantly improve regulatory comprehension and procedural accuracy. Therefore, it can be concluded that knowledge development enhances administrative reliability and reduces procedural errors in personnel management.

Skills

Skills determine how effectively knowledge is applied. Technical and nontechnical skills are essential for digital-based administration. The Head of Personnel noted: "Employees with strong administrative and technical skills work faster and more accurately."

The Head of Subdivision added: "Skills learned from training have been applied in daily tasks, especially in digital applications and document management."

Strengthening the skills dimension supports effective, efficient, and accountable personnel administration.

Skills represent the behavioral and practical manifestation of knowledge. According to competency-based management theory (Spencer & Spencer, 1993), observable skills directly influence measurable performance outcomes. In the era of digital governance, technical proficiency in information systems and document management becomes critical for bureaucratic efficiency. The findings demonstrate that competency training translates into improved operational speed and accuracy. Thus, it can be concluded that strengthening technical and administrative skills is essential to achieving effective, efficient, and accountable public personnel services.

CONCLUSION

Based on analysis across five competency dimensions:

Employee competency development has been carried out through education and training but has not been fully optimized. Barriers remain in the areas of motivation, personal traits, self-concept, knowledge, and skills. These obstacles hinder improvements in professionalism and service quality.

Inhibiting factors include: Motivation: Lack of career incentives and rewards. Traits: Some employees remain less adaptive and less disciplined. Self-Concept: Limited self-awareness and confidence in developing potential. Knowledge: Uneven understanding of regulations and policies. Skills: Technical skills and digital literacy remain insufficient for modern personnel services.

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