

Level of Effectiveness of Employee Competency Development Plans for Improving the Performance of Education Personnel at The University of Sebelas Maret

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ABSTRACT

Competency development for employees or human resources is very important for an organization. This is to support employee performance so that their abilities increase. However, there are several problems in the process of improving employee performance. This study aims to describe the effectiveness of the declaration of government programs in the form of filling in data on employee competency development plans (HC DP) towards improving the performance of education staff at Sebelas Maret University. This study uses a type of qualitative research. The data and data sources in this study were derived from interviews with informants, namely education staff with status as civil servants and non-PNS at Sebelas Maret University. Data were analyzed by source triangulation. The analysis technique goes through the stages of data collection, data reduction, data presentation, and drawing conclusions. The research results show that the employee competency improvement program is not effective, which indicates that the education staff at Sebelas Maret University are not interested in developing either their competence or their career.

Keywords: Competency Development, Performance Improvement, Performance Effectiveness

INTRODUCTION

The development of employee competencies or also human resources in a managerial environment has a significant influence on the effectiveness of employee performance. In the process, employee understanding, competence, and knowledge have an impact that plays a role in the running of a performance (Prayekti, Herawati, Lysander, 2022). In the process, in the 4.0 era, employee competence will also be related to the use of technology. Basically, technology has a strong influence on performance because employees must master technology so that work runs smoothly. Thus, it is necessary to have a learning process to develop self-potential. In addition, it is also necessary to share knowledge with other employees in order to improve individual abilities. Information technology can also share experiences with other employees to improve employee performance (Aristana & Dewi, 2022). However, this has not been effective enough in its implementation due to problems with the ability of employees.

In the process of increasing the competence of employee performance, it is necessary to have qualified competence so that some encouragement is carried out either through motivation so that employees carry out their responsibilities, providing competency training so that abilities can increase, as well as compensation so that employees are more responsible for carrying out their duties and in the form of other forms of motivation (Wydyanto & Mahaputra, 2021). More than that, some education and training is also

provided in order to improve the ability of human resources. Especially in the era of the industrial revolution 4.0 it is very important for employees or human resources to work more competently so that they are not replaced by robots or are not left behind by the latest technology (Rohida, 2018).

This issue is also closely related to the competency development of employees or human resources at Sebelas Maret University (UNS) Surakarta. Education staff at UNS are required to input an employee competency development plan for the next 5 years or a Human Capital Development Plan (HCDP) with a minimum duration of competency development of 20 hours of lessons each year in accordance with Government Regulation Number 11 of 2017 concerning PNS Management article 203 point 4 and Regulation of the State Administrative Institute Number 10 of 2018 concerning Employee Competency Development which is adjusted to the interests and daily work of the employee concerned. To support the success of the HCDP program, UNS allocates a sizeable budget, so that it is hoped that it can support the development of employee potential to become more efficient and effective for the career development of employees and institutions. However, what needs to be considered is the ability and interest of employees to develop the potential of the employees themselves in order to improve the quality of employees who support the main tasks and functions that have been carried out so far. Because the employee's interest in self-potential

development greatly influences the level of effectiveness of the development plan that has been prepared to improve the performance of the employee himself or the institution. However, what needs to be considered is the ability and interest of employees to develop the potential of the employees themselves in order to improve the quality of employees who support the main tasks and functions that have been carried out so far. Because the employee's interest in self-potential development greatly influences the level of effectiveness of the development plan that has been prepared to improve the performance of the employee himself or the institution. However, what needs to be considered is the ability and interest of employees to develop the potential of the employees themselves in order to improve the quality of employees who support the main tasks and functions that have been carried out so far. Because the employee's interest in self-potential development greatly influences the level of effectiveness of the development plan that has been prepared to improve the performance of the employee himself or the institution.

Towards the end of 2021, precisely on December 13, 2021, all Sebelas Maret University education staff are required to complete the Data Requirements and Employee Competency Development Plan (HCDP) for the next 5 years (2022-2026). As the legal basis is the Decree of the Minister of Education and Culture Number 310/M/2021 concerning Guidelines for Compilation of Needs and

Competency Development Plans for Employees of the Ministry of Education and Culture and the Letter of the Secretary General of the Ministry of Education and Culture Number 78136/A.A3/TI.00.02/2021 regarding filling in Data Requirements and Employee Competency Development Plans for 2022- 2026. Against the background that has been described, This study aims to determine the level of effectiveness of the declaration of government programs in the form of filling in data on employee competency development plans or the Human Capital Development Plan (HCDP) towards improving the performance of education staff at Sebelas Maret University. The benefits that will be obtained from the results of this research are used as material for decision-making by university and faculty leaders in determining the amount of budget allocation for employee competency development for future years so that the determined budget allocation can be absorbed and utilized optimally accompanied by an increase in employee performance and employee work productivity so that it is more efficient and effective in achieving the common goals set by the Chancellor of Sebelas Maret University.

LITERATURE REVIEW

Human resource (HR) competency training or development is carried out to hone employees' soft skills and hard skills so that performance runs optimally. Competency-based HR training and development is carried out optimally so that employees master the

competencies for their work (Apriliana & Nawangsari, 2021). Providing training, motivation, and competence will have a positive effect on HR performance so that it will increase employee abilities and performance (Nugroho, 2020). With training, individual abilities will develop so that it will improve performance which has a direct effect on the resulting output.

Employees are the main reference in the development of an organization or company because they are the prime movers so that what employees do will have a big effect (Pfeffer, 1998). In addition, employees work to complete the existing vision and mission so that it will run in a clear direction if it is properly developed (Simon, 1997). Thus, continuity is needed between the company and employees so that organizational goals are achieved. As a result, HR development is so important because it has an impact on career development, talent, performance and employee responsibilities (Labola, 2019).

In improving employee performance, it is necessary to increase organizational effectiveness through human resource training practices (Kareem & Hussein, 2019). Thus, employee competence needs to be improved so that they are able to act in response to complex global challenges so that work can run more effectively and efficiently (Adolph, Tisch, & Metternich, 2014). In order to achieve good performance, HR capabilities also need to be improved so that individual abilities and competencies are built. Admittedly, HR development plays a major role in improving employee performance

with competencies directed in such a way (Hayati & Purwanto, 2020).

Competence can be understood by looking at several components as stated by Seemiller (2016, 93-94). Some of these include: 1) competencies must be identified for each task or role in an effort to establish criteria that will provide direction for individuals to increase their capacity. 2) competence must be measurable. This may require competency acquisition levels or competency mastery criteria. Competence is also defined as knowledge, values, abilities (skills or motivation), and behaviors that contribute to a person's effectiveness in a role or task (Seemiller, 2013).

On the other hand, in the process of improving performance with training, intervention from agencies is needed so that employee competency development can be measured in terms of time, skills, complexity, and resources that are accurate as needed (Mehale, Govender, & Mabaso, 2021). However, often the competency development process has not run optimally and is central to improving employee performance so that there is a gap between existing jobs and available human resources (De Vos, De Hauw, & Willemse, 2015).

Performance is a stage of the results of the process of achieving the work done (Wibowo, 2016). In its implementation, performance can be supported by HR development which will have implications for employee responsibilities and qualified competencies (Vithayaporn, Yong, & Chai, 2021). Thus, there is an influence between self-competence on work motivation and has a good

impact on the performance culture of employees and agencies (Nurasniar, 2022).

Basically, competence, motivation, and work discipline affect employee performance as is the case with the results of research conducted on employees of the Padewawu sub-district, Pamekasan district (Holilah, Chamariyah, & Prasetyo, 2021). This influence cannot be separated from the main basis for improving performance due to qualified competence, constructive motivation, and employee work discipline. One of the efforts to improve performance is to use the stages of ability, motivation, and opportunity (AMO) so that it can be used to manage employee performance through organizing a good work environment and giving employees room to develop (Ong & Mahazan, 2020).

In practice, training is provided to improve employee competency. Career training and development is implemented to improve employee performance. However, several problems arose after the training was provided. One of them is that there are many partial trainings that do not affect the performance of employees or employees. On the other hand, career development has a significant influence on employee performance (Syahputra & Tanjung, 2020). Thus, employee performance can be said to be in an anomaly. Companies or offices want performance improvements based on the training and competencies implemented, but this cannot be achieved because the majority of employees prioritize career development.

If examined further, the performance of employees or

employees is basically influenced by workload, environment, discipline, and job satisfaction. More than that, the dominant influence is more on work motivation and the effect of work compensation (Nugraheni, Pawira, & Mursito, 2022). Employee performance can be formed through good organization from the leadership so as to create a healthy and efficient organizational culture (Ruswulandari, Sudarwati, & Sarsono, 2022).

However, sometimes the training that has been done is also not effective. This is due to the willingness and ability of employees as individuals. The main reasons that become obstacles are generally related to HR competence and lack of individual credibility (Graham & Tarbell, 2006). Especially in the process of digitizing technology, human resources need to learn further so that their performance is maximized. digitalization is a challenge that affects various dimensions (Blanka, Krumay, & Rueckel, 2022). This is of course a big problem. Thus, in-depth research is needed regarding the reasons employees do not want to improve their competence and develop.

In the competency development process for employees that aims to improve performance, training is carried out so as to improve the quality of human resources. In the current era, the required performance is about the ability to operate technology. This is to support effectiveness and efficiency. Thus, employees need to improve performance in order to strengthen a healthy and practical work climate.

RESEARCH METHODS

This study uses a type of qualitative research. The data collection technique uses a purposive sampling technique through interviews or interviews with informants. The data and data sources in this study are educational staff with status as Civil Servants and Non-Civil Servants at Sebelas Maret University. The information extracted is in the form of employee competence in terms of filling in data and performance by the informants. Data analysis techniques use the Miles & Huberman model (2014). With the stages of data collection, data reduction, data presentation, and drawing conclusions or verification. Data validity techniques use books, relevant journal articles, as well as confirmation from sources and applicable laws and regulations.

RESEARCH RESULT

From the results of distributing questionnaires to several faculties within the Sebelas Maret University, it can be concluded that most employees know for sure that there is a budget devoted to the development of education staff but has not been used properly. This is evident that up to the end of semester 1 not many employees have utilized the employee competency development budget. Even though they are aware that the training they attend is very useful to support the improvement of the employee's performance and have a desire to develop. According to the results of distributing the questionnaires, it was concluded that filling in the employee competency development plan (HCDP) data was very effective in improving the

performance of education staff at Sebelas Maret University. However, this is not matched by the absorption of budget allocations to increase the high competency of education staff. This is enough to make researchers confused. On the one hand, these education staff members are aware of the effectiveness of the employee competency development plan that has been prepared, but this is not directly proportional to the use of the provided budget, which will result in low budget absorption at both the faculty and university levels.

The university has also tried to socialize and facilitate the implementation of the educational staff competency development program. This is evidenced by the circulation of letter number: 34/UN.27.45/KP.06/2022 regarding the offer to develop the competence of educational staff which states that if at the faculty level there is no budget available to attend training/certification/competence testing, they can submit it to UPT Resource Development Man. However, this has not been utilized optimally by the education staff at Sebelas Maret University, which has resulted in no visible results of increased performance, quality of service and employee responsibilities.

The ineffectiveness of efforts to increase employee competency within the university environment will not only have an impact on not achieving employee performance but also greatly affect the low absorption of the university budget spent by the university to support the employee competency improvement program. By not absorbing the budget for increasing the competency of the

education staff, it can be concluded that the program planned by the government is not going well or in other words the program is less effective in efforts to improve the performance, services and responsibilities of education staff employees at Sebelas Maret University. The ineffectiveness of the employee competency improvement program indicates that the education staff at Sebelas Maret University have a lack of interest in developing both their competence and their careers. This is very unfortunate because the increase in the achievement of an educational institution is inseparable from the role of education staff as a support system in the ranking of universities both nationally and internationally. How can achievement be achieved if there is no support from the parties involved either directly or indirectly. This is very unfortunate because the increase in the achievement of an educational institution is inseparable from the role of education staff as a support system in the ranking of universities both nationally and internationally. How can achievement be achieved if there is no support from the parties involved either directly or indirectly. This is very unfortunate because the increase in the achievement of an educational institution is inseparable from the role of education staff as a support system in the ranking of universities both nationally and internationally. How can achievement be achieved if there is no support from the parties involved either directly or indirectly.

In a university, the synergy of all parties, including lecturers, educational staff, and students, is

needed in order to achieve common goals. It is impossible for an achievement to be achieved individually. There is definitely a need for joint work in synergy and integrity.

Employee education and training contributes to increasing organizational productivity, effectiveness and efficiency. Education and training for employees must be provided periodically so that each employee's competence is maintained to improve organizational performance. However, it is very unfortunate that the competency development policy for educational staff has not been effectively utilized by eleven march university education staff in the context of developing employee competencies to improve performance and enhance the career of the employee concerned. The ineffectiveness of efforts to increase employee competency within the university environment will not only have an impact on not achieving employee performance but also greatly affect the low absorption of the university budget spent by the university to support the employee competency improvement program. By not absorbing the budget for increasing the competency of the education staff, it can be concluded that the program planned by the government is not going well or in other words the program is less effective in efforts to improve the performance, services and responsibilities of education staff employees at Sebelas Maret University.

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