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Developing Government Employee's Competence through Education at the Regional Hospital of Biak, Papua

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ABSTRACT

This study uses a descriptive method with a qualitative approach, which aims to analyze the development of the competence of government employees through education at the Regional Hospital of Biak, Papua Province. The results showed that the development of the competence of government employees through education has been running. However, it is still not optimal and there is still a need for development so that the government employees can have theoretical, conceptual, professional, productive, responsible, and moral capabilities both in carrying out their duties and functions. Through an appropriate equitable development strategy and being able to meet the agency's strategic plan as well as the needs for the government employees' job competency standards and career development. Motivation from the leadership is also one of the factors affecting the competence of the government employees.

Keywords: Competence development, education, government employee

INTRODUCTION

The reform era in Indonesia has given rise to the demands for changes in the governance system, one of which is changes in the local government system. Since the enactment of Law of Indonesia Number 23 of 2014, as a substitute for Law Number 32 of 2004, concerning regional governance, which provides vast powers and opportunities for each region to carry out programs and activities according to regional needs to realize community welfare.

Along with the birth of regional autonomy, it is expected that each region will dare to take the initiative, be able to make breakthroughs, or make innovations to advance the region, (Ratminto & Winarsih, 2010). In the context of implementing a regional government, the existence of human resources is very important. Human resources are the driving force and control of the running of the regional government. Employees are the driving force for the development and implementation of public services (Sulistio, 2010).

The employees' development is a very important part of the process of increasing the capacity or ability of the employees, both functionally and conceptually to achieve organizational goals. (Fathurrochman, 2007) argues that development is an effort to increase knowledge, skills, and abilities as well as thinking maturity which is automatically accompanied by moral and behavioral changes in carrying out government and development tasks.

The administration of public services carried out by local governments is still faced with an ineffective and efficient government system and inadequate quality of human resources. Management support in the administration of government systems and human resources as machines in running the organization has always been the main focus in implementing services in the regions. Weak abilities, insights, behaviors, and mindsets possessed by employees have an impact on the performance of public service delivery (Putra, 2012).

Generally, this portrait is also seen in the Regional Hospital of Biak, Papua Province, where there are still some government employees who are not responsive yet in providing services, such as the lack of professionalism of the employees, the still low level of discipline of government employees, such as the employees who still often come late and leave their premises at during working hours, lack of commitment and morale of the employees in carrying out their duties and functions, as well as the uncertainty of time and costs. As a result, it has an impact on the optimization of public services. For example, people who often wait a long time to get service, as well as fast service if those who are served are important people such as relatives or family and ironically if the people served are ordinary people or poor people, the services provided are very different.

Space for those who wish to participate in competency development through education at the Regional Hospital of Biak has been provided to form these employees who have broad insight and can act productively in the organization. However, the accuracy of competency development through education has not fulfilled the strategic plan of the agency and the need for job competency standards and career development for the government employees.

Table 1. The Illustration of the Education Level of Government Employees at the Regional Hospital of Biak, Papua Province

No.	Level of Education	Amount				Job Description	
		2018	(%)	2020	(%)	2018	2020
1	Senior High School	18	9,0	18	9,2	7 Nurses	7 Nurses
						3 Dentist Nurses	3 Dentist Nurses
2	Diploma-III	132	66,0	129	66,2	1 Midwife	1 Midwife
						3 Assistants of pharmacist	3 Assistants of pharmacist
						2 Nutritionists	2 Nutritionists
						2 Instructors of health Laboratory	2 Instructors of health Laboratory
						82 Nurses,	80 Nurses,
						3 Assistants of the Anesthesia unit	3 Assistants of the Anesthesia unit
						9 midwife	9 Midwife
						2 Radiographers	2 Radiographers
						4 Assistant's pharmacist	4 Assistant's pharmacist
						7 Nutritionists	7 Nutritionists
3	Diploma-IV	1	0,5	1	0,5	10 Instructors of health Laboratory	10 Instructors of health Laboratory
						2 Medical recorders	2 Medical recorders
						2 Instructors of environmental health	2 Instructors of environmental health
						1 Physiotherapist	
						1 Instructor of public health	1 Instructor of public health

						1 Dentist	1 Dentist
						5 Doctor's	5 Doctor's
						12 Nurses	10 Nurses
4	Bachelor (S1)	23	11,5	21	10,8	1 Nutritionist	1 Nutritionist
						3 Health Administrators	3 Health Administrators
						1 Instructor of environment health	1 Instructor of environment health
5	Profession	13	6,5	13	6,7	9 Nurses	9 Nurses
						4 Pharmacist	4 Pharmacist
6	Master's	13	6,5	13	6,7	13 Doctor's	13 Doctor's
	Total	200	100,0	195	100,0		

Source: Sub Division of Affairs and Personnel of Regional Hospital of Biak, 2020

Table 1 above shows that in 2018, the education level of government employees at the Regional Hospital of Biak, Papua Province with a high school background was 18 employees (9%), for D-III there were 132 (65.5%) employees, and D-IV amounted to 1 (0.51) employees, the rest were employees with a bachelor's degree, 23 or (11.5%) employees, 13 (6.7%) employees with a professional education background, and the other 13 employees (6.7%) came from a specialist master degree. Likewise, in 2020 there were 18 employees (9.23%) with a high school education background, 129 (66.16%) employees with a D-III education background, and for D-IV amounted to 1 (0.51%) employees, the rest were employees. with a bachelor's degree amounted to 21 or (10.8%) employees, 13 (6.7%) employees with a professional education background, and 13 (6.7%) other employees came from specialist Master's degree level. Based on the results of the study, it was also found that in 2020 there were 5 (2.56%) employees who were continuing their studies with study assignment status.

It can be seen that the representation of competency development through education at the Regional Hospital of Biak since 2018-2020 has not shown significant development, it is known that this picture has resulted in the impact of the qualifications of the government employees which are not by standards so that it often causes patient complaints about the services provided as for one of the efforts to improve the quality of the government employees is through education. The education referred to here is formal education that can be given to the government employees at the Regional Hospital of Biak.

The lack of development provided to improve the government employees' knowledge and skills can have an impact on public services. (Winanti, 2011) argues that competence and high performance provide a signal that the organization is well managed and will fundamentally produce effective management behavior. (Sari et al., 2020) suggests that performance plays an important role in judging the credibility of an individual. Education is an effort to develop human resources, especially to develop aspects of intellectual abilities and human personality that need to be done continuously. Education in an institution is a process of developing the ability towards the desired direction by the relevant institution, (Sedarmayanti, 2009). Human Capital theory seeks to explain the advantages of education as a form of investment in human resources, (Aliaga, 2001), and the main proposition is that people are considered a form of capital for development, (Aliaga, 2001), (Becker, 1964), (Benhabib, J. and Spiegel, 1994), (Engelbrecht, 2003), (Hendricks, 2002). From this perspective, education is seen as a deliberate

investment in preparing the workforce and enhancing individual and organizational productivity, as well as promoting growth and development at the international level. (Wibawa, 2009) suggests that education is a learning activity to prepare individuals to face different but identifiable tasks.

Based on several phenomena described above, it clearly shows that the development of the competence of the government employees through education is an absolute matter, this applies from the level of operational subordinates to the highest leadership level in the organization. Therefore, the researchers are interested in conducting research, especially revealing empirically about the development of the competence of the government employees through education at the Regional Hospital of Biak, Papua Province. This research is analyzing the description of the development of the government employees' competency through education and the pattern of development applied as an effort to improve the competency of the government employees in Biak Hospital.

METHOD

This type of research is descriptive research with qualitative or phenomenological approaches. This approach is used to find in-depth information and understand the phenomenon that is occurred naturally regarding the development of the government employees' competencies through education at the Regional Hospital of Biak, Papua Province.

The type of data used in this study consists of primary data and secondary data. Primary data is obtained through direct observation to the research location carried out from June 2020 by looking at things related to the object of research such as the implementation of the government employees' competency development through education than making notes to get a clearer picture and providing instructions to support the processed data. Furthermore, interviews were conducted in pre-research from June 2020 and in-depth interviews were conducted by researchers to obtain information from competent informants regarding the development of government employees' competencies through education using guided interview techniques conducted by interviewers in July 2020 by bringing a series of complete and detailed questions.

In addition to the direct observation and interviews, primary data was also obtained through questionnaires related to the development of the government employees' competencies through education which were distributed to respondents during interviews. For secondary data, researchers collect data from employees of the Hospital of Biak from 2018-2020 based on their position and education level from the Head of administration unit, the head of Sub-Division and Affairs, and the head of Sub-Division of Finance and Planning. The data analysis techniques were also carried out from the beginning using the interactive model analysis of (Miles et al., 2014), namely: data obtained, data reduction, data categorization, interpretation, data display, and conclusions.

RESULT AND DISCUSSION

In carrying out its duties and functions properly, the government needs to ensure that every government employee has the right qualifications for each position occupied. One way is to pay attention to the educational qualifications of each government employee who will serve

because this is closely related to the ability, skills, and performance of the government employees in carrying out their duties and providing services to the community. In several conditions, there are still government employees who have education levels below the qualifications set by the government.

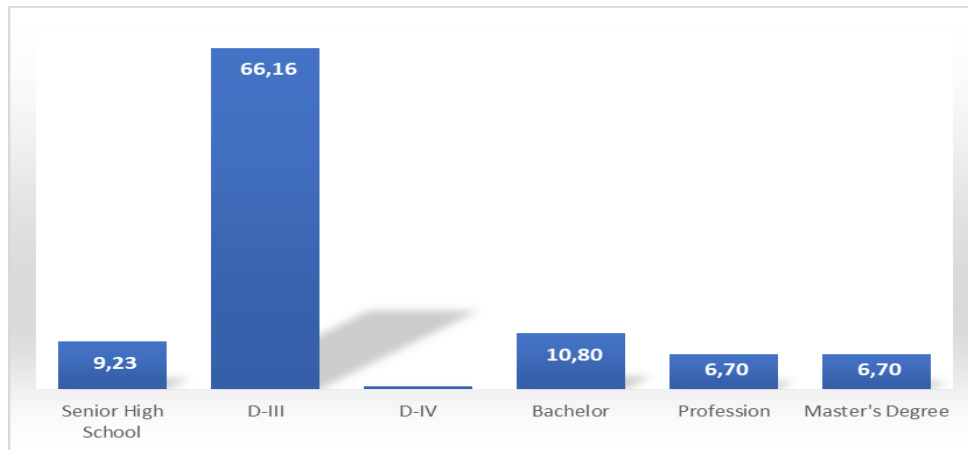


Figure 1. The Illustration Data on Government Employees Educational Level at the Regional Hospital of Biak, Papua Province

Source: Sub Division of Affairs and Personnel at the Regional Hospital of Biak, 2020

Based on Chart 1 above, it is explained that the education level of the government employees at the Regional Hospital of Biak, Papua Province, shows that there are (9.23%) who have a relatively low level of education. These employees are those who hold positions as nurses, dental nurses, midwives, pharmacist assistants, nutritionists, and health laboratory administrators. (66.16%) employees with an education level of D-III, (0.51%) employees with an education level of D-IV, the rest are employees with Bachelor degree (10.80%), Profession (6.70%), and Master's degree Specialist (6, 70%) employees. It can be said directly that many government employees have educational qualifications below the qualifications determined by the government.

Based on direct observations from researchers, it is seen that there are differences in the competencies of Government employees who have a diploma, undergraduate and master level of education, and government employees' competencies that still have relatively low levels of education. This government employee who has a relatively low level of education is not so optimal in understanding its tasks and functions in certain sections. (Mamahit, 2013) in his research results suggest that the level of education has a positive and significant effect both simultaneously and partially on employee performance. The Government employees which have a relatively low level of education is not optimal in understanding its duties and functions in certain parts, such as the Government employees who sometimes leaves the premises during working hours so that the service procedures provided are often burdensome to the community because they require a long time and have an impact on the suboptimal service provided. Compared to the government employees which have a diploma, undergraduate and master's level of education, which is already optimal enough in understanding its tasks and functions in certain parts because it has sufficient knowledge or skills. (Usman, 2013) suggests that the

higher the level of education and work experience, the higher the employee's performance will be.

One of the efforts made by the government, especially at the Regional Hospital of Biak, Papua is through education. This effort is carried out by permitting the Government employees to continue higher education either at their own expense with the status of a study permit or funded by the government and with a study assignment and during the study period, the government employees with the status of learning assignments are exempted from their respective agencies until the study process is complete.

Education is given to the government employees to gain broader insights so that the Government employees concerned are taking productive actions. This is also in line with the current government program which focuses on development plans through quality human resource development programs, with efforts to improve the competence of superior and qualified employees. As (Wibawa, 2009) opinion revealed that improving the quality of employees through education aims to improve theoretical, conceptual, professional, productivity, responsible, and have a good attitude.

Competence development such as education is important to establish the ability or competence of the employees. (Buckley & Capble, 2009) argues that education is a process and series of activities aimed at enabling a person to absorb and develop knowledge, skills, values, and understanding that is not only related to a narrow area of the activity but allows several problems to be broadly defined, analyzed, and solved. Through education, the government employees are formed to have the ability or competence, to be able to recognize and develop systematic thinking methods to solve problems that will be faced in future life. This will later appear in its performance, which in turn will guarantee increased work productivity. Flippo reiterated by (Hasibuan, 2002) that education is a relationship with the development of knowledge and understanding of our environment as a whole.

Competence is the basic cornerstone of people's characteristics and indicates how to behave or think, equate situations, and support for long periods (Edy, 2009). Competence is an underlying characteristic of a person and is related to the effectiveness of individual performance in his work, (Mitrani et al., 1992) and (Spencer & Spencer, 1993). Competence is a key determining factor for someone in producing excellent performance. In a collective situation, competence is a key determinant of success in organizations. (Vazirani, 2010) explains that competency refers to a person's fitness with a reference to his or her job.

To see this, the researcher interviewed the informant (YU) as Assistant of the Anesthesia unit at the Regional Hospital of Biak (interview 08 October 2020) said that:

Competency development through education has not been optimally provided to employees, according to the Law of the government employees must be educated at least S1. But in fact, there are still many employees with high school education status, and if the government employees do not continue their education to the bachelor degree level then they will be given a pension by the applicable rules in the Civil Servant Law.

Competency development through education has not been optimally given to employees. Education development should be given to its main employees with high school education. They must be given a study permit or study assignment to form a government employee that has professionalism at work.

During this time the development of competencies through education has been given both by going through study without having to leave assignments in the agency using personal costs

or through a study assignment at a cost borne by the government and the employee is relieved of his duties and functions.

Competency development such as education has been given to employees such as study permits using personal costs, and from the government only permits to carry out the development, which is important not to disrupt working hours in the organization and usually employees who take study permits take evening lecture classes. However, the development that has been given so far has not been maximized and still needs to be increased to improve employees' performance.

Through the education of the government employees, it will be formed to have the ability to identify and analyze the problems faced when carrying out their duties and functions in the organization. According to (Robbins, 2001) ability is "an individual's performance in various tasks in a job. Furthermore, according to Robbins, abilities consist of intellectual abilities and physical abilities. Employee performance will increase when there is a match between high ability and the work of (Robbins, 2001). (Radhakrishna & Satya Raju, 2010) suggest that performance is the key driver of success, which will lead to the survival of the organizations.

So far, the development program has been given in the form of education to employees. The development provided is by the tasks and functions of the employee and those who have not. This problem occurs because sometimes there are employees who occupy certain positions who are not disciplined so it was decided to choose other employees to follow the development. In addition, the employees are not disciplined because there is no praise regarding their work and weak leadership.

In addition, the low level of discipline of the government employees in working at the Regional Hospital of Biak is caused by the presence of several government employees who do not have the qualifications as expected, such as the high mismatch between the scientific fields of the government employees and their work positions, resulting in less motivation to implement their duties and functions. According to (Kreitner, 2007), the characteristics of workers who lack performance are those who are lazy to go to work and lazy with work as a result of dissatisfaction. In other words, the level of a person's performance is determined by high motivation at work, (Mustafid, 2017).

Competency development through education to shape the capabilities or competencies of employees must be adjusted to the field of duties and functions of each employee in the organization. The goal is to be able to have competent and able to balance the tasks and functions in the organization and can improve the skills of these employees.

As an effort to improve the competence of government employees at Regional Hospital of Biak, the government, in this case, the Governor of Papua Province has made it easy for the government employees who wish to develop their competence through education, either with the status of study assignments or study permits, although the implementation is still not optimal. Based on the normative data of Biak Hospital for 2018-2020, it shows that the number of the government employees who participated in competency development through education from 2018-2020 is still minimal, which is only 2.56% of the total number of employees at the Regional Hospital of Biak. Based on these problems, it has an impact on the performance of government employees, such as being slow and unable to produce innovations that can support their duties and functions. This fact certainly needs to be used as an evaluation material, considering that Biak Hospital is one of the referral hospitals in the Cenderawasih bay area that serves referrals from the Paniai district, Nabire district, Yapen district, Waropen district, and

Supiori district, Papua Province. Through development, it can ensure that employees meet the requirements for the position they aspire to, (Fathurrochman, 2017).

To obtain the validity of the data, the researchers did data triangulation by conducting an interview (RRM) as the Director of Biak Hospital (interview 15 October 2020) who said that:

Competency development through education has been given to employees, either through study assignments or study permits. Although the implementation has not been maximized in shaping the capabilities and skills of employees, efforts are still being made to develop it because it is very helpful in improving employee knowledge, skills, and attitudes to carry out professional duties.

Generally, what becomes an obstacle in the implementation of competency development through education at the Regional Hospital of Biak is the implementation pattern of development was not meet the qualifications of the government employees, where there are still several government employees assigned to participate in development but are not fit with the type of task and function in the organization, other than That is, the low awareness of the government employees to accept changes is also another obstacle in developing the competence of the government employees at Regional Hospital of Biak. In line with the opinion of (Mulyono, 2015) that every development of apparatus resources is shown to achieve optimal development and service to the community. In addition, the research results (Yusuf et al., 2021) also explain that human resource development has a significant effect on employee performance, and development through education provides a greater contribution to human resource development.

The external factors that affect the competence of the government employees at Biak Regional Hospital are government policies, the socio-cultural community, and the development of science and technology. In addition, the motivation of the leadership is also one of the factors affecting the competence of the government employees. As stated by Spencer & Spencer (1993), one of the factors that influence individual competence is motivation. Zwell (2000) suggests that a person's motivation for a job or activity will affect the results achieved. Even so, (Tahir, 2016) in his research results provides a different expression that motivation does not always increase the spirit of serving the public or improve the quality of service to the public because everyone's needs and desires are different. However (Sanjaya & Baharuddin, 2014) in their research, explains that work motivation is one of the most important factors in development, by providing opportunities for employees to develop themselves. Motivation is a factor that tends to be changed. Encouragement of appreciation, recognition, and attention to individuals can affect one's motivation. Motivation is a very important competency factor.

CONCLUSION

The development of the competence of the government employees through education at the Regional Hospital of Biak, Papua Province, has been carried out through strengthening knowledge, by giving study assignments and study permission to the government employees. However, the implementation is still not optimal. The pattern of competency development through education is still not by the competency qualifications of the government employees, where there are still several government employees assigned to participate in development but not fit with the types of duties and functions in the organization so that it has an impact on inaccuracies in competency development.

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