

Civil Servants' Literacy Regarding Their Main Duties And Functions: A Study Of Functional Officials Equalized In 2020-2021 At The Governance Institute Of Home Affairs



Literasi Pejabat Fungsional Hasil Penyetaraan Terhadap Jabatan Fungsionalnya Di Institut Pemerintahan Dalam Negeri Tahun 2020-2021

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Abstract

Problem Statement: The initiative to transform administrative positions into functional roles via the equalization mechanism at the Governance Institute of Home Affairs (IPDN) during 2020-2021 has, overall, not succeeded in fostering professionalism in the performance of duties for Civil Servants (ASN). A significant challenge that has surfaced is that functional officials, as a result of equalization processes, often exhibit a deficiency in knowledge and understanding of their duties and functions. This deficiency is attributed to a lack of literacy concerning their respective functional positions. **Purpose:** The objective of this research is to ascertain the literacy of Functional Officials resulting from equalization processes concerning their functional roles. **Method:** This study is a descriptive research with a qualitative approach. The data collection techniques include interviews, literature studies, and documentation studies. The analysis of scientific literacy employs the Programme for International Student Assessment (PISA) 2018 framework according to The Organisation for Economic Co-operation and Development (OECD) as utilized by Nurhidayah (2020:11), covering the aspects of Context, Knowledge, and Competence. **Result:** This study reveals that concerning the context, Functional Officers resulting from equalization were not actively engaged in the process and discussions related to their role transitions. Regarding knowledge, they demonstrated an insufficient understanding and lack of knowledge regarding their roles and functions. Meanwhile, in terms of competence, these officers were found to lack the necessary skills and competencies to effectively fulfill their duties and functions. **Conclusion:** This research concludes that the literacy of Functional Officers resulting from equalization regarding their functional roles at IPDN during 2020-2021 is generally insufficient. It is suggested that the policy related to role transitions should consider their academic background capacities. Furthermore, there is a need for capacity-building and technical training to enhance the competencies of functional officers resulting from equalization, ensuring they can carry out their duties effectively, ultimately contributing to the achievement of organizational goals.

Keywords: Literacy, Functional Positions, Equating

Abstrak

Latar Belakang/Permasalahan: Pelaksanaan pengalihan jabatan administrasi ke dalam jabatan fungsional melalui mekanisme penyetaraan di Institut Pemerintahan Dalam Negeri (IPDN) Tahun 2020-2021 secara umum belum mampu mewujudkan profesionalisme dalam pelaksanaan tugas bagi Aparatur Sipil Negara (ASN). Salah satu permasalahan yang muncul adalah pejabat fungsional hasil penyetaraan secara umum belum memiliki pengetahuan dan pemahaman terkait tugas dan fungsinya karena kurangnya literasi terhadap jabatan fungsionalnya. **Tujuan:** Tujuan penelitian ini adalah untuk mengetahui literasi Pejabat Fungsional hasil penyetaraan terhadap jabatan fungsionalnya. **Metode:** Jenis penelitian ini adalah penelitian deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data berupa wawancara, studi pustaka, dan studi dokumentasi. Alat analisis literasi sains menggunakan *framework PISA 2018* menurut OECD dalam Nurhidayah (2020:11), yaitu aspek Konteks, Pengetahuan, dan Kompetensi. **Hasil:** Penelitian ini menemukan bahwa pada aspek Konteks, Pejabat

Fungsional hasil penyetaraan tidak pernah dilibatkan dalam proses dan pembahasan pengalihan jabatannya; pada aspek Pengetahuan, Pejabat Fungsional hasil penyetaraan belum memiliki pemahaman dan pengetahuan yang cukup terhadap tugas dan fungsinya; sedangkan pada aspek Kompetensi, Pejabat Fungsional hasil penyetaraan belum memiliki kemampuan dan kompetensi yang cukup untuk menerapkan dan menjalankan tugas dan fungsinya. **Kesimpulan:** Penelitian ini menyimpulkan bahwa literasi Pejabat Fungsional hasil penyetaraan terhadap jabatan fungsionalnya di IPDN Tahun 2020-2021 secara umum masih kurang baik. Rekomendasi kebijakan yang disarankan, yaitu perlunya pelibatan dalam pengambilan kebijakan pengalihan jabatan agar sesuai dengan kapasitas keilmuan yang dimiliki oleh ASN tersebut dan diperlukan peningkatan kapasitas dan kompetensi pejabat fungsional hasil penyetaraan melalui pendidikan dan pelatihan teknis dan fungsional agar dapat menjalankan tugas dengan dengan baik sehingga tujuan organisasi dapat tercapai.

Kata kunci: Literasi; Jabatan Fungsional; Penyetaraan

I. INTRODUCTION

Background. One of the key objectives of Bureaucratic Reform is to enhance the professionalism of Civil Servants (ASN). The streamlining of bureaucracy, achieved through the transformation of administrative positions into functional roles, serves as a crucial initiative to improve effectiveness and efficiency in facilitating government services to the public. Based on these considerations, Regulation Number 28 of 2019 concerning the Equalization of Administrative Positions into Functional Positions has been stipulated.

Following up on the aforementioned regulation, on December 30, 2020, the appointment of officials was carried out at the Ministry of Home Affairs, which also included the officials at the Governance Institute of Home Affairs (IPDN). There was a total of 808 officials appointed at the Ministry, 137 of whom were IPDN officials, changing their administrative positions into functional officials. It is stated in the Decree of the Minister of Home Affairs Number: 821.29-4763 of 2020 concerning Dismissal from Administrative Positions and Appointment to Functional Positions Through an Equalization Mechanism. Functional position according to Law No. 5 of 2014 on the Civil Servant is a position that has special functions and duties related to functional services based on certain expertise and skills.

In Industrial Revolution 4.0, this country needs human resources who have three important pillars, namely literacy, competence, and character. Literacy, to be specific, is a significant need for functional officials in carrying out their duties and functions. Literacy is defined as all efforts to obtain knowledge and information (Muliastri, 2019:92). According to Faizah & Adi (2016:2), literacy is the ability to access, understand, and use things intelligently through various activities, including reading, seeing, listening, writing and/or speaking. Lysay in Kristianti et al., 2023:49 stated that literacy is more than just the ability to read and write but is the ability to use one's potential and the skills one has. This opinion means that literacy is a person's ability not only to read or write but also to have knowledge and skills in processing information in the form of technology, finance, and culture, as well as having sensitivity to the surrounding environment and a person's ability to use the potential within oneself. In order to thrive in the 21st century, individuals must acquire proficiency in six fundamental literacies: reading and writing literacy, numeracy literacy,

scientific literacy, information and communication technology literacy, financial literacy, and cultural and civic literacy (Ma e at., 2019:19). Sains literacy, according to Programme for International Student Assessment (PISA) 2015 (in Nurhidayah, 2020:6), is the ability to engage with and contribute to scientific issues, coupled with a willingness to participate in scientific problem-solving and articulate scientific ideas, so as to become a reflective and informed society.

Based on the PISA 2018 framework according to The Organization for Economic Co-operation and Development (OECD), the scientific literacy aspect consists of: First, the Context Aspect, which involves personal, national and global issues, both current and historical which require an understanding of science and technology. Second, the Knowledge Aspect, Second, Knowledge Aspect, which is an understanding of the main facts, concepts, and explanatory theories that form the basis of scientific knowledge, including content knowledge, procedural knowledge, and epistemic knowledge; and the Third, the Competency Aspect, is the ability to explain scientific phenomena, evaluate and design scientific research, and interpret scientific data and evidence (OECD, 2019: 102).

Problem. Based on observed phenomena in the field, the equalization of administrative to functional positions gives rise to several challenges and issues. Notably, one significant problem is that functional officials resulting from equalization often lack a comprehensive understanding of their duties and functions in the newly assumed positions. This is something new for them to acquire the responsibilities of a functional official role.

Previous Literature Review. There was much research on the equalization of administrative to functional positions that has been carried out in advance. Puspita (2022:64) concluded that not all employees undergoing position changes are offered or provided with a choice regarding the functional position they will assume. The equalization had affected the employee's performance in doing their duties as functional officials. The employees whose functional position corresponds to their position or previous work experience do not experience significant difficulties in carrying out their duties, but employees whose work does not match with their position or previous work experience in the structural position encounter difficulties in doing their duties in the functional position. Those employees who experienced equalization from administrative to functional positions tried their best to adapt by being actively involved in discussions and sharing with colleagues, taking part in training and education, and joining associations/organizations related to their functional positions. According to Timur et al. (2022:39), the execution of equalization at Universitas Negeri Semarang has been effectively implemented under the stipulations. However, discrepancies persist, notably in terms of variations in educational backgrounds associated with functional positions and disparities between functional positions and their placement within work units. Next, Sumarna & Warman (2022:2228) stated that role equalization is conducted with several criteria: the job duties and functions must be associated with functional technical services, the functional officials must be capable of executing the job duties and functions, and the functional positions should be grounded in particular expertise and skills.

Administrative positions transitioned into functional roles are determined based on the positions affected (eliminated) by bureaucratic simplification. Saifuddin & Nelliraharti (2022:286) contend that, overall, the execution of the equalization policy—transforming administrative positions into functional roles—is not yet optimal, particularly in areas such as communication, disposition, and bureaucratic structure. Likewise, Tuasamu et al. (2023:75) stated that the position equalization policy stimulates the rapid development of functional positions within public organizations. However, during implementation, various factors must be carefully considered and addressed, including: a. the management of

functional positions that are not yet professional in transforming roles, the types of functional positions that are not yet available in several Services/Agencies, and inadequacies in the transfer selection process leading to competency gaps. Additionally, work relationship procedures have not fully optimized functional positions; and b. The individual work performance management transformation does not align with organizational targets, and overall work performance management remains weak.

On the flip side, numerous studies have delved into the literacy of Civil Servants (ASN). Wulandari et al. (2022:201) elucidated that Civil Servants in Sumedang Regency encountered disparities in digital literacy. Consequently, they devised a strategy encompassing four aspects: digital media competency, digital media ethics, digital media culture, and digital media safety. Moreover, Sri Ratna Sari et al., (2020:36) explained a noteworthy correlation between Financial Literacy and Financial Behavior in the Sumbawa Besar area. Their findings suggest that heightened financial literacy corresponds to improved financial behavior among ASN in the region. Additionally, they identified a substantial impact of lifestyle on financial behavior in the same area, indicating that an enhanced lifestyle correlates with more favorable financial behavior among Civil Servants. Pambayun et al., (2021:48) added that the implementation of political literacy by the National Unity and Politics Agency of Polewali Mandar Regency, a former underdeveloped region, has not reached its optimal potential. This is attributed to challenges in both synchronous and asynchronous information delivery indicators do not function effectively.

State of The Art. In general, the aforementioned previous studies discussed the equalization of administrative positions into functional positions and the literacy of Civil Servants. However, there has been no research that examines the relationship between Civil Servants' literacy toward the duties and functions of functional positions at IPDN. Hence, the researcher is motivated to conduct a study on the literacy of civil servants regarding their primary duties and functions (a study of functional officials equalized in 2020-2021 at IPDN).

Purpose. This study aims to find out the literacy of civil servants regarding their primary duties and functions, specifically focusing on functional officials equalized in 2020-2021 at IPDN.

II. METHODS

This research was conducted over approximately 2 (two) months, from January to February 2023. This research is a descriptive study with a qualitative approach. A descriptive study explains the actual situation of the object being studied, according to the actual situation at the time of direct research. According to Creswell & Creswell (2018:3), research approaches are plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. This means the approaches of this study are a comprehensive plan and methodology that encompasses steps ranging from overarching assumptions to detailed methods for collecting, analyzing, and interpreting data. The qualitative approach in this research is to match actual data with applicable theory using a descriptive approach.

The data needed in this research covers primary data (the data obtained directly from the source) and secondary data (data obtained indirectly). The data collection techniques include interviews, document studies, and literature studies. The researcher conducted interviews with several functional officials who experienced equalization at IPDN by using a purposive sampling technique, namely a data source sampling technique with certain considerations (Sugiyono, 2010: 85). The data was taken from 22 respondents who now

hold functional positions, consisting of 5 Human Resources Analysts, 3 Archivists, 2 Goods/Services Managers, 4 Learning Technology Developers, 1 Budget Analyst, 1 Sports Trainer, 1 Religious Counselor, 1 Legislation Designer, 2 Planners, 1 Public Relations Officer, and 1 Computer Administrator. Moreover, document studies were conducted by examining documents related to the equalization of administrative positions to functional positions. Meanwhile, literature studies were carried out by delving into the results of previous research related to similar topics in scientific journals as literary references. The analysis of scientific literacy employs the Programme for International Student Assessment (PISA) 2018 framework according to OECD, covering the aspects of Context, Knowledge, and Competence (OECD, 2019:102).

III. RESULTS AND DISCUSSION

The Implementation of Equalization of Administrative Positions to Functional Positions at IPDN. The equalization of administrative to functional positions for the Civil Servants in the Ministry of Home Affairs, including the civil servants in IPDN was conducted on December 30, 2020. There was a total of 808 officials appointed at the Ministry, 137 of whom were IPDN officials. Subsequently, there were five additional individuals, bringing the total number of functional officials at IPDN to 142. The 142 officials in IPDN were appointed into 11 functional positions through the equalization mechanism, as presented in the table below.

Table 1.
The Equalization of Administrative Positions to Functional Positions at IPDN in 2020-2021

No	Administrative Positions	Equalization							
		Functional Positions	Total						
a	Division of Praja Discipline Subdivision for Organization and Management Affairs Subdivision for Praja’s Caretaker Subdivision for Employees Data and Information Subdivision for Development of Educational Personnel	Human Resources Analysts	53 People						
	Subdivision for Employee Discipline and Welfare Head of the Praja Care Unit Subbagian Pengawasan Disiplin Praja Subdivision for Praja Disciplinary Supervision Subdivision for Praja Disciplinary Enforcement Subdivision for Praja Organizational Development								
	Division for Regional Campus Administration Department Division for Extracurricular								
	b			Subdivision for Administration of Praja Subdivision for Alumni Subdivision for Archive Management Subdivision for Regional Campus Administration	Archivists	16 People			
				c			Division for State Properties’ Equipments and Management Subdivision for Menza and Laundry	Goods/Services Procurement Managements	2 People

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No	Administrative Positions	Equalization	
		Functional Positions	Total
d	Division for Academic Administration and Regional Campus Partnerships		
	Division for Education Technology		
	Subdivision for Program Development of Care Taker		
	Subdivision for Regional Campus Discipline and Dormitory		
	Subdivision for Training		
	Subdivision for Facilitation of Educator Development	Learning Technology	40
	Subdivision for Facilitation of Curriculum Development	Development	People
	Subdivision for Academic Data, Evaluation and Reporting		
	Subdivision for Learning System Technology Development		
	Subdivision for Teaching and Training		
e	Subdivision for Academic Administration		
	Subdivision for Extracurricular		
e	Subdivision for Budget Planning	Budget Analyst	1 Person
f	Subdivision for Sports and Arts	Sport Trainer	1 Person
g	Subdivision for Spirituality and Mental Ideology of Praja	Religious Counselor	1 Person
h	Legal Subdivision	Legislation Designer	1 Person
i	Faculty Administration Division		
	Program Planning Subdivision		
	Subdivision for Evaluation and Reporting	Planner	15
	Subdivision for Program and Reporting		People
j	Subdivision for Data, Evaluation, and Reporting		
	Internal Security Subdivision		
	Subdivision for Cooperation Administration Protocol Subdivision		
	Subdivision for Facilitation of Domestic and International Cooperation	Public Relations Officers	10
	Public Relations Subdivision		People
k	Subdivision for App and Content Development		
	Subdivision for Infrastructure and Network Maintenance	Computer Administrators	2 People
Total			142 People

Source: Human Resource Department (processed data)

From Table 1 above, it is known that 46 of the administration positions, consisting of 142 administrative officials in IPDN, are changed into 11 functional positions through the equalization process. The 142 individuals appointed to these equalized positions are distributed across various functional roles: 53 as Human Resources Analysts, 40 as Learning

Technology Developers, 16 as Archivists, 15 as Planners, 10 as Public Relations Officers, 2 as Goods/Services Procurement Managers, 2 as Computer Administrators, and 1 individual each for the roles of Budget Analyst, Sport Trainer, Religious Counselor, and Legislation Designer.

The research findings reveal that among the 46 administrative positions transformed into 11 functional positions at IPDN in 2020-2021, only 14 officials whose role in the functional position aligns with their previous responsibilities as administrative staff. Meanwhile, the administrative positions whose duties and functions are congruent with the functional positions resulting from the equalization process are presented in Table 2 as follows.

Table 2. Administrative Positions which Duties and Functions are Aligned with the Functional Positions as a Result of Equalization at IPDN in 2020-2021

No	Administrative Positions	Equalization	
		Functional Positions	Total
1	Subdivision for Employees Data and Information		
2	Subdivision for Development of Educational Personnel	Human Resources Analysts	3 People
3	Subdivision for Employee Discipline and Welfare		
4	Subdivision for Archive Management	Archivists	1 Person
5	Division for State Properties' Equipments and Management	Goods/Services Procurement Managements	1 Person
6	Subdivision for Learning System Technology Development	Learning Technology Development	1 Person
7	Subdivision for Budget Planning	Budget Analyst	1 Person
8	Legal Subdivision	Legislation Designer	1 Person
9	Program Planning Subdivision		
10	Subdivision for Evaluation and Reporting	Planner	9 People
11	Subdivision for Program and Reporting		
12	Public Relations Subdivision	Public Relations Officers	1 Person
13	Subdivision for App and Content Development		
14	Subdivision for Infrastructure and Network Maintenance	Computer Administrators	2 People
Total			20 People

Source: Research Result (Processed Data)

From Table 2 above, it is known that only 20 functional officials whose duties and functions are aligned with their previous roles as administrative officials, thus, they do not experience difficulties in carrying out their duties and functions as new functional officials. It is in line with the statement of the Head of Subdivision for Employees Data and Information in an interview as follows:

In general, my responsibilities as a human resource analyst are similar to my previous role as a subdivision head. Although the scope has expanded, it remains within the realm of

human resource matters. This continuity has not hindered my daily duties as a human resource analyst (Interview Results, January 16, 2023).

This opinion is supported by the statement of the Head of Subdivision for Budget Planning who has been transferred to the functional position as a Young Expert Budget Analyst, in the following interview:

My current duties as a Young Expert Budget Analyst are the same as my duties when I was Head of the Budget Planning Subdivision. Nothing is different. So, I carry out my daily duties as before without any significant problems (Interview Results, January 16, 2023). Based on the interview results, it is evident that functional officials whose duties and functions remain aligned with their previous administrative roles do not encounter obstacles in their daily tasks. This demonstrates a clear understanding of the duties and functions associated with the functional position, as they closely resemble those of the previous administrative positions.

On the other hand, the problem of equalizing administrative positions into functional positions arises when the duties and functions in the previous administrative position are different from the duties and functions in their new functional positions. There are 32 administrative positions which are divided into 8 functional positions, which have very different duties and functions. The data is presented in Table 3 below.

Table 3.
Administrative Positions That Have Different Duties and Functions from Functional Positions as A Result of Equalization at IPDN in 2020-2021

No	Administrative Positions	Equalization	
		Functional Positions	Total
1	Division of Praja Discipline	Human Resources Analysts	50 People
2	Subdivision for Organization and Management		
3	Subdivision for Praja's Caretaker		
4	Head of the Praja Care Unit		
5	Subdivision for Praja Disciplinary Supervision		
6	Subdivision for Praja Disciplinary Enforcement		
7	Subdivision for Praja Organizational Development		
8	Division for Regional Campus Administration Department		
9	Subdivision for Extracurricular	Archivists	15 People
10	Subdivision for Administration of Praja		
11	Subdivision for Alumni		
12	Subdivision for Regional Campus Administration	Goods/Services Procurement Managements	1 Person
13	Subdivision for Menza and Laundry		
14	Division for Academic Administration and Regional Campus Partnerships	Learning Technology Development	39 People
15	Division for Education Technology		
16	Subdivision for Program Development of Care Taker		
17	Subdivision for Regional Campus Discipline and Dormitory		
18	Subdivision for Training		
19	Subdivision for Facilitation of Educator Development		
20	Subdivision for Facilitation of Curriculum Development		
21	Subdivision for Academic Data, Evaluation and Reporting		
22	Subdivision for Teaching and Training		
23	Subdivision for Academic Administration		

No	Administrative Positions	Equalization	
		Functional Positions	Total
24	Subdivision for Extracurricular		
25	Subdivision for Sports and Arts	Sport Trainer	1 Person
26	Subdivision for Spirituality and Mental Ideology of Praja	Religious Counselor	1 Person
27	Faculty Administration Division		
28	Subdivision for Data, Evaluation, and Reporting	Planner	6 People
29	Internal Security Subdivision		
30	Subdivision for Cooperation Administration		
31	Protocol Subdivision	Public Relations Officers	9 People
32	Subdivision for Facilitation of Domestic and International Cooperation		
Total			122 People

Source: Research Result (Processed Data)

According to Table 3 above, it is apparent that 122 functional officials underwent equalization, and their duties and functions differ from those in their previous administrative positions. This variance has led to obstacles in executing their duties and functions in the new functional roles. As stated by the Head of the Administration of Praja at one of the IPDN Regional Campuses, who transitioned to the functional position of Associate Expert Archivist, in the subsequent interview:

"We initially only took care of Praja, but now we take care of archives; it's a 180-degree difference. We have to learn again in this new assignment" (Interview Results, January 19, 2023).

This opinion was supported by the Head of the Division for Academic Administration and Cooperation at one of the IPDN Regional Campuses who has been transferred to become an Intermediate Expert Learning Technology Developer, in the following interview:

So far, we have only dealt with administration related to academics and collaboration. Now, as Learning Technology Developers, we are tasked with very technical responsibilities. The implementation will certainly be very different" (Interview Results, January 19, 2023).

The Head of Subdivision for Menza and Laundry who has been transferred to the role of Young Expert Goods/Services Procurement Manager also conveyed a similar statement in the following interview:

"In my previous role, I only took care of food and laundry for Praja, never involved in the process of procuring goods and services. But now, as a functional Goods/Services Procurement Manager, the duties are not within my expertise. I am confused. If it doesn't relate, then how is it implemented?" (Interview Results, January 17, 2023).

This is further emphasized by the statement of the Head of the Extracurricular Subdivision at one of the IPDN Regional Campuses, who has transitioned to the functional position of Young Expert Learning Technology Developer, as per the following interview:

"The duties in this functional position are very different from my previous responsibilities. I don't know how to synchronize it because extracurricular activities are more focused on Praja's talent and interest in the fields of arts and sports, as well as Praja's daily activities. So, it doesn't fit the job of Learning Technology Developer" (Interview Results, January 19, 2023).

From the aforementioned interviews, it is known that the majority of Civil Servants within IPDN who serve as functional officials as a result of equalization have duties and functions that are different from their previous positions. This became a problem in carrying

out daily tasks for their functional positions. In general, it can be concluded that the duties and functions of officials who underwent equalization differ between their previous administrative responsibilities and the new functional responsibilities. These disparities in tasks and functions are likely to impact the execution of duties and functions, ultimately influencing the effectiveness of achieving the organization's tasks and goals. Furthermore, to assess the literacy of Civil Servants (ASN), particularly functional officials resulting from the equalization at IPDN, the researcher employed PISA 2018 indicators, encompassing aspects of context, knowledge, and competence.

Context Aspect. PISA 2018 assesses scientific knowledge using contexts that raised pertinent issues that were often relevant to the science education curricula of participating countries. However, assessment items are not limited to school science contexts. Items in the PISA 2018 science assessment may relate to the self, family and peer groups (personal), to the community (local and national) or life across the world (global). The context may involve technology or, in some cases, a historical element that may be used to assess students' understanding of the processes and practices involved in advancing scientific knowledge (OECD, 2019:103). The context aspect in this research involves the engagement of Civil Servants (ASN) at IPDN in transitioning to functional positions, specifically administrative officials who were transferred to functional roles through the 2020-2021 equalization mechanism. The objective is to depict the degree of involvement of administrative officials, who underwent this transition, in discussions concerning the identification of functional positions aligned with the duties and functions of their previous positions.

According to the research results, it is revealed that the execution of the equalization mechanism at IPDN in 2020-2021 does not involve of the administrative officials who are undergoing the transition in the discussion. As articulated by the Head of the Subdivision for Spirituality and Mental Ideology of Praja, who has been transferred to the functional position of Young Expert Religious Counselor, in the following interview:

I was not invited at all to discuss the transfer of my functional position. Suddenly there was an invitation for an inauguration and I was transferred to a Religious Counselor for which I also don't know the reason that made me be transferred to this functional position (Interview Results, January 17, 2023).

A similar statement was also conveyed by the Head of the Sports and Arts Subdivision, who has been transferred to the role of Young Expert Trainer, in the following interview:

We have heard that there will be an equalization of structural to functional positions. But we were never involved in discussing which functions fit our duties and functions according to our respective fields in previous positions. We only found out after the inauguration (Interview Results, January 17, 2023).

The Head of the Organization and Management Subdivision who has been transferred to the role of Young Expert Human Resources Analyst supported the statement, saying:

Indeed, discussions about the transfer of structural positions to functional positions were directly initiated by the Organization Bureau and the Human Resources Bureau of the Secretariat General of the Ministry of Home Affairs. We only provide data on the number and names of the structural officials who will be functional. So, we were not involved in the discussion (Interview Results, January 17, 2023).

This opinion is reinforced by the Head of the Development of Educational Personnel Subdivision who has been transferred to the role of Young Expert Human Resource Analyst, in the following interview:

We have never been involved in discussing the transfer of IPDN structural officials to any functional positions. We only found out after there was an inauguration decree. Maybe because time was short, so, there was no time to discuss it with each component at the Ministry of Home Affairs. As a result, many structural officials who were transferred to functional positions have different duties and functions (Interview Results, January 17, 2023).

From the discussion above, it is known that all administrative officials who were transferred to functional positions through the equalization mechanism within IPDN for 2020-2021 were never invited to discuss the process of their equalization to functional positions. This means that from the start they did not know what functional position they would be assigned to because they were never involved in the discussion.

To conclude, the implementation of equalizing administrative positions into functional positions, especially for ASN at IPDN in 2021, does not even involve them in the process and discussions. As a result, administrative officials who were transferred to functional positions through the equalization mechanism at IPDN during 2020-2021 had no other choice but to accept the decisions that had been made.

Scientific Knowledge Aspect. In the aspect of scientific knowledge, it is necessary to grasp several essential concepts to be able to understand certain natural phenomena and changes that occur as a result of human activities. Knowledge aspects based on PISA 2018 are divided into content knowledge, procedural knowledge, and epistemic knowledge. Content knowledge is a distinct criterion employed to steer the selection of knowledge, evaluated based on whether it is pertinent to real-life situations and represents a crucial scientific concept or fundamental explanatory theory with enduring utility. Knowledge of standard concepts and procedures is essential to scientific inquiry that supports the collection, analysis, and interpretation of scientific data; such ideas form a body of procedural knowledge, also called "evidence concepts." Meanwhile, epistemic knowledge is knowledge about the construction and defining features that are important for the process of building knowledge in science (e.g., hypotheses, theories and observations) and their role in justifying the knowledge produced by science (OECD, 2019: 105-107).

The knowledge aspect in this research is the understanding of ASN in IPDN, especially administrative officials who were transferred to functional positions through the 2020-2021 equalization mechanism regarding the duties and functions of their functional positions. The aim is to describe the extent to which functional officials resulting from the 2020-2021 equalization can implement the duties and functions of their functional positions.

According to the research results, it is evident that the understanding of functional officials regarding the equalization outcomes at IPDN in 2020-2021, particularly concerning their new duties and functions in functional positions, is still notably lacking. This is as stated by the Head of the Academic Data, Evaluation and Reporting Subdivision who has been transferred to the role of Young Expert Learning Technology Developer, in the following interview:

I don't understand the tasks in this functional position at all. This is new for me because it is 180 degrees different from my previous duties and functions. I'm confused about what to do with this functional task (Interview Results, January 17, 2023).

This opinion is supported by the statement of the Head of the Cooperation Administration Subdivision who has been transferred to become the Young Expert Public Relations Officer, in the following interview:

I don't understand the duties of a Public Relations Officer. All this time I have been taking care of administration related to cooperation, now I am a Public Relations Officer. I am

confused about what to do. I don't have any idea at all regarding the duties in this functional position (Interview Results, January 17, 2023).

A similar statement was also conveyed by the Head of Subdivision for Administration of Praja who has been transferred to the functional position as a Young Expert Archivist, in the following interview:

My previous job was to take care of Praja administration, starting from admissions to document filing as they will become a Probationary Civil Servant. Now that I am a functional archivist, I don't understand the duties of an archivist. I am still unfamiliar with the functional position of an archivist (Interview Results, January 17, 2023).

This is confirmed by the Head of Subdivision for Praja Organizational Development who has been transferred to the functional position of Young Expert Human Resource Analyst, in the interview as follows:

I still don't understand the duties in this functional position well. Praja are not Civil Servants, they are students. So, I don't know how to synchronize it with my duties in a functional position of Human Resources. I don't understand my duties in this functional position (Interview Results, January 17, 2023).

Based on the insights from the aforementioned interviews, it is apparent that a significant majority of Civil Servants within IPDN, serving as functional officials due to equalization, still lack a comprehensive understanding of the duties and functions associated with their functional positions. This knowledge gap arises primarily because the responsibilities differ significantly from the administrative positions they previously occupied. In other words, the functional officials' understanding of their duties and functions is still very poor. Such a deficiency has the potential to impact the effective execution of their assigned duties and functions.

From the preceding discussion, it can be concluded that administrative officials who underwent the transition to functional positions through the equalization mechanism at IPDN in 2020-2021 currently lack adequate understanding and knowledge of the duties and functions associated with their new roles. This deficiency has repercussions on the effectiveness of performing duties as functional officials, hindering the envisioned professional development in this role.

Competency Aspects. According to PISA 2018, an individual with scientific literacy is someone willing to engage in science and technology, possessing the ability in three key competencies. Firstly, the ability to explain scientific phenomena by recognizing, providing, and evaluating explanations for understanding natural and technological occurrences. Secondly, the competency in evaluating and designing scientific investigations, involving describing and assessing scientific inquiries and proposing methods to address scientific questions. Thirdly, the capability to interpret scientific data and evidence through the analysis and evaluation of data, claims, and arguments, enabling the formulation of appropriate scientific conclusions (OECD, 2019: 104).

The competency aspect in this research pertains to the comprehension of Civil Servants (ASN) in IPDN, particularly administrative officials who transitioned to functional positions through the 2020-2021 equalization mechanism, in carrying out the duties and functions of their functional roles. The objective is to depict the degree to which functional officials resulting from the 2020-2021 equalization can effectively implement the duties and functions of their designated functional positions. According to the research findings, it is known that functional officials resulting from the equalization process in 2020-2021 at IPDN have not been performing optimally in implementing their duties and functions within their functional positions. This observation is articulated by the Head of the Administration

Division in one of the Faculties, who has transitioned to the role of Associate Expert Planner, in the following interview:

It is difficult for me to implement tasks in this functional role because the responsibilities related to planning are minimal. My duties tended to be more focused on faculty administrative functions" (Interview Results, January 17, 2023). Supporting the previous opinion, the Head of the Educational Technology Department who has been transferred to become an Associate Expert Learning Technology Developer argued:

Even though technology is within my field, the difference with this functional task is very significant. I have to learn more to be able to adapt to these new tasks because they are very technical compared to my previous tasks, which only involved administrative functions" (Interview Results, January 17, 2023).

A similar statement was also conveyed by the Head of the Extracurricular Section, who has been transferred to the role of Associate Expert Archivist, in the following interview:

My previous duties were more related to field tasks and the administration of Praja's extracurricular activities. Now, being a functional archivist whose job is highly technical, I encounter numerous obstacles in performing my duties in this functional area. Moreover, my abilities in the field of archiving are still very weak. I need to acquire more technical knowledge to carry out my duties effectively" (Interview Results, January 17, 2023).

The statement was emphasized by the Head of Praja Care Unit who has been transferred to the function of Young Expert Human Resources Analyst, in the following interview:

It is quite challenging for us to fulfill these functional duties because our responsibilities mostly involve fieldwork such as regulating the life cycle of Praja, from waking them up until they go back to sleep. There is very little that is related to human resources, especially since Praja's status is student, not an employee. We have to search for a pattern on how to ensure that the implementation of duties in this functional position can be in sync with Praja's caretaking responsibilities. Until now, we continue to carry out our daily duties as usual, serving as the head of the Praja care unit" (Interview Results, January 17, 2023).

Based on the insights gained from the interviews, it is evident that the majority of Civil Servants (ASN) within IPDN, serving as functional officials resulting from equalization, still face challenges in effectively implementing the duties and functions associated with their functional positions. This is primarily attributed to a lack of proficiency and competence in this particular field. This indicates that the proficiency and competence of functional officials resulting from the equalization process in executing their duties and functions are still significantly lacking, resulting in suboptimal performance in the implementation of their responsibilities.

Summarizing the discussed findings, it can be concluded that, overall, administrative officials who have transitioned to functional positions through the equalization mechanism at IPDN in 2020-2021 lack adequate proficiency and competence to effectively implement and carry out the duties and functions associated with their new roles. Consequently, there is a crucial need for capacity and competency enhancement among functional officials resulting from equalization in their respective fields of duties.

Research Findings Discussion. In the process of transitioning from administrative positions to functional roles through an equalization mechanism for Civil Servants (ASN) at IPDN, a common observation is that administrative officials who are equalized and assume functional positions with duties and functions still aligned face no hindrances in their daily responsibilities within the functional positions. Conversely, administrative officials who are equalized and take on functional roles with duties and functions divergent from their prior

administrative responsibilities encounter challenges in performing their duties within the new functional positions. This aligns with one of Puspita's findings, indicating that the transition of positions has repercussions on employee performance in functional roles. Employees whose functional positions align with their previous structural position or work experience encounter minimal difficulties in performing their duties. In contrast, employees whose functional positions deviate from their previous positions or work experience in structural roles face challenges in executing their duties in functional positions (Puspita, 2022:64). The challenges faced by functional officials in the IPDN environment when executing their duties within functional positions stem from a deficiency in literacy regarding the core tasks and functions of these positions. This bears similarities to the conclusions drawn by Wulandari et al., highlighting a digital literacy gap among Civil Servants in Sumedang Regency (Wulandari et al., 2022:201).

The enhancement of capacity and competence for functional officials resulting from equalization in IPDN should involve technical and functional education and training. This recommendation aligns with Wulandari et al.'s findings, where addressing the digital literacy gap among Civil Servants in Sumedang Regency is approached through training in four key aspects: digital media skills, ethical considerations in digital media, cultural understanding of digital media, and the safe utilization of digital media (Wulandari et al., 2022:201). This aligns with Ratna Sari et al.'s discovery, emphasizing the significant connection between Financial Literacy and Financial Behavior. It indicates that an improvement in financial literacy correlates with better financial behavior among Civil Servants in the Sumbawa Besar area (Ratna Sari et al., 2020:36). The research contributes to the existing body of knowledge by shedding light on a relatively unexplored area: the literacy of Civil Servants regarding their main duties and functions in functional positions, particularly within the IPDN environment.

IV. CONCLUSION

In summary, the research findings and discussions indicate that the literacy of Functional Officials resulting from the equalization of their functional positions at IPDN in 2020-2021 is generally lacking across three key aspects. First, in the Context Aspect, their literacy is minimal due to the lack of involvement in the equalization process discussions. Second, in the Knowledge Aspect, their literacy is deficient as they lack understanding and knowledge of the duties and functions of their functional positions. Third, in the Competency Aspect, their literacy is inadequate as they lack the ability and competence to effectively carry out their main duties and functions in their functional positions.

Based on the conclusions drawn, the following recommendations are proposed to enhance the literacy of Functional Officials resulting from the equalization of their functional positions at IPDN in 2020-2021. First, it is recommended to involve ASN in discussions related to position transfer policies. This inclusive approach ensures that policies align with the scientific capacity of ASN, fostering better understanding and acceptance. Second, the implementation of technical and functional education and training programs for functional officials resulting from equalization. This initiative aims to enhance their knowledge and understanding, enabling them to perform their duties more effectively and professionally, thereby contributing to the achievement of organizational goals.

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