

# Problem and Competence Development Design of State Civil Apparatus (ASN) in Banggai District through Education and Training Activities

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## ABSTRACT

Law No. 5 of 2014 on State Civil Apparatus (ASN) encourages the realisation of a professional and responsible ASN in carrying out his/her duties and obligations as a state apparatus. Education and training activities for ASN competence development is an effort to realize a professional and responsible ASN. However, based on the earlier research result, education and training activities were failed to improve the competence of ASN's knowledge and skill. For that matter, this research aims at explaining the development of ASN competence through education and training activities by using quantitative research approach, in which the researchers discuss the research issue laid on the response of ASN in Banggai District towards education and training activities of ASN competence development. By using quantitative research approach, this study discloses that education and training activities for ASN competence development has a positive influence on ASN employees performance, in which ASN in the area of Banggai District government has a good skill and knowledge in performing his/her duties and obligations as an ASN including: first, ASN employees act consistently and transparently in accordance with the condition of local government organisation; second, ASN employees act on the applicable laws and regulations; third, ASN employees are able to put forward an adaptive leadership in every situation and condition of the government; fourth, ASN employees have innovation in performing their duties and obligations as ASN; finally, ASN employees have motivation in executing duties and functions of local government organisation. Thus, education and training activities of ASN employees' competence development has to continuously perform focused on the development of knowledge and the reinforcement of ASN's skill.

**Keywords:** *Competence Development, State Civil Apparatus, Public Services, Professionalism*

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## ABSTRAK

Undang-undang nomor 5 tahun 2014 tentang Aparatur Sipil Negara (ASN) mendorong terwujudnya pegawai ASN yang profesional dan bertanggung jawab dalam menjalankan tugas dan kewajiban mereka sebagai aparatur negara. Kegiatan pendidikan dan pelatihan pengembangan kompetensi ASN merupakan upaya untuk mewujudkan pegawai ASN yang profesional dan bertanggung jawab. Namun, berdasarkan hasil penelitian terdahulu, kegiatan pendidikan dan pelatihan dinilai gagal meningkatkan kompetensi pengetahuan dan keterampilan ASN. Karena itu, penelitian ini bertujuan untuk menjelaskan pengembangan kompetensi ASN melalui kegiatan pendidikan dan pelatihan dengan menggunakan pendekatan penelitian kuantitatif, di mana peneliti menjelaskan isu penelitian yang didasarkan pada tanggapan pegawai ASN Kabupaten Banggai terhadap kegiatan pendidikan dan pelatihan pengembangan kompetensi ASN. Melalui penggunaan pendekatan penelitian kuantitatif, penelitian ini mengungkapkan bahwa kegiatan pendidikan dan pelatihan pengembangan kompetensi ASN berpengaruh positif terhadap kinerja pegawai ASN, di mana pegawai ASN di lingkungan pemerintah Kabupaten Banggai memiliki kompetensi pengetahuan dan keterampilan yang baik dalam menjalankan tugas dan kewajiban mereka sebagai ASN meliputi: Pertama, pegawai ASN bertindak secara konsisten dan transparan sesuai kondisi organisasi perangkat daerah. Kedua, Pegawai ASN bertindak sesuai peraturan perundang-undangan yang berlaku. Ketiga, pegawai ASN mampu mengedepankan kepemimpinan adaptif dalam segala situasi dan kondisi pemerintahan. Keempat, pegawai ASN memiliki inovasi dalam menjalankan tugas dan kewajiban sebagai ASN. Kelima, pegawai ASN memiliki motivasi dalam menjalankan tugas dan fungsi organisasi perangkat daerah. Karena itu, kegiatan pendidikan dan pelatihan pengembangan kompetensi pegawai ASN harus terus dilakukan secara konsisten yang difokuskan pada pengembangan pengetahuan dan penguatan keterampilan ASN.

**Kata Kunci:** Pengembangan Kompetensi, Aparatur Sipil Negara, Pelayanan Publik, Profesionalitas

## INTRODUCTION

One of the country's big missions is administering public services intended to the society. Public services administration must be oriented towards the effective, efficient, and easy to access service (good public services). Since the Reformation era, the government gradually develops the innovation of public services which can encourage society's life quality in various aspects of development. The government regularly makes some efforts to design the model of public services through various models of laws and regulations.

Law number 25 of 2019 regarding public services regulates the administration of public services which is **PEMERINTAHAN** oriented towards the fulfilment of service rights for society. Later on, Government Regulation Number 2 of 2018 concerning Minimum Standards of Service sets out the standard and procedure of public services which can be easily accessed by society. Innovation development of public services should be accompanied by a competitive ASN so it also needs to develop ASN competence ([Nurmandi, 2010](#); [Ashari, 2010](#); [Febriana, 2017](#)). This is required since the environmental demands are strategic, such as Information and communication technology development, globalization, and state competitiveness increase, as well as community's hope towards central and local government performance which is continuously growing, in line with the development and dynamics of society ([Sudrajat, 2009](#); [Putra, 2015](#)). Thus, the Government issues Law Number 5 of 2014 on State Civil Apparatus which confirms that ASN is a state civil apparatus that serves to administer public services professionally.

However, most findings on ASN professionalism attitudes show that the existence of ASN is far away from what is expected. This is illustrated from the portrait of today's ASN with many public highlights on the low professionalism, a number of offence reports that involved apparatus, convoluted service, lack of creativity and innovation, working not based on the provision and other negative portraits which essentially show that ASN has never shown an ideal service as expected ([Aripin, 2014](#); [Saryosa, 2015](#); [Basri, 2017](#)). Factors that motivate the low performance of ASN in performing public service functions are: firstly, ASN's perspective on the existence of an ASN which is still feudal, in which they put themselves as bureaucrats who must be honoured and served by society.

In this context, ASN employees asked to be served by society and not serve the society. That perspective impacts on the ASN performance which is not maximal in executing their task to serve society. Secondly, human resources coaching through education and training activities are rated not effective to increase ASN employees' capacity and competence; thirdly, strong political influence (regional head elections) on bureaucratic governance. Regional head (incumbent) often takes advantage of bureaucrat as a political machine to win general election in the next period ([Romli, 2008](#); [Martini, 2010](#)).

Based on the findings mentioned above, the existence of ASN as a government bureaucratic institution does not show a maximum performance yet in order to perform duties of public service administration. ASN performance which is not maximal but impacts on the quality of state and local development so other problems like poverty, jobless, and retardation as well as lagged as a state/region cannot be finished well ([Monila, R. R., & Wicaksono, B., 2017](#)). For that matter, the competence of ASN employees must be gradually improved so their existence positively impacts on the state/local development, especially in terms of public services administration, in which ASN employees through the owned competence are able to design and perform public services innovation which is responsive towards all basic needs of society.

The competence of ASN employees becomes the major key to realize good public services. Such competence refers to the ability of ASN employees in administering public services in accordance with the applicable laws and regulations. Facts show that there are many problems within the ASN, for instance ASN employees still cultivate the culture of Corruption, Collusion, and Nepotism (KKN) so it is hard for them to show a professional competence as a government bureaucratic ([Aripin, 2014](#)). Thus, ASN employees often behave which break the laws and regulations such as receiving bribery from society that needs public services from those who are often not disciplined in performing their duties and obligations as ASN employees ([Saryosa, 2015](#)).

On the other hand, government's efforts to improve the competence of ASN through education and training activities are also considered to have failed in realize a professional ASN employee and be able to do duties and obligations well and correctly. One of the factors that motivates to the failure of education and training of ASN competence development is the lack of ASN employees' awareness to participate in education and training activities, the low level of ASN employees' understanding on the importance of competence, and the poor system of those activities.

ASN employees who serve at local government, especially in Banggai District amounted to 9,115 people and divided into 4,376 men and 4,739 women also have a similar problem in the development of ASN competence. Quality improvement of human resource can be in the form of knowledge, skill, and attitude to create an apparatus having high spirit of engagement to serve society which always act efficiently, rationally, transparently and accountable. Thus, it needs development methods of ASN competence, through education and training, formal education, informal training, etc., aiming for adequate HR development is an absolute matter which has to be understood and executed by all officials of government apparatus of Banggai District.

Actually, there are many studies discussing education and training activities for ASN competence development as a government bureaucrats, wherein that research illustrates the effectiveness and efficiency of the implementation of education and training for ASN competence development ([Chandra, M. A. A., & Slander, S., 2017](#)), implementation model and method of education and training for ASN competence development ([Mahmud, 2017](#)), factors that influence the failure of education and training for ASN competence development ([Apriansyah, 2018](#)). That research discourse focuses on the explanation of ASN employee understanding of education and training for ASN competence development, where the researchers put ASN employees as the subject and object of the research.

This article illustrates the problem of ASN competence development in a different perspective (focus of the discourse) from the previous ones. It clarifies community responses towards the competence of ASN employees in Banggai District in administering public services, the importance of education and training for ASN competence development, elaborating community perception of education and training material for ASN competence development, and explaining the influence of education and training activities of ASN competence development towards ASN employee's performance in performing their duties to serve the public. Also, this article lets society become the subject that illustrates the research object that is the competence of ASN employees in Banggai District.

Actually, this research findings show that community understanding of ASN competence development in the area of Central Sulawesi Office of Revenue of Technical Implementation Unit of Region V of Banggai District in carrying on duties or bureaucratic position is emphasizing ASN competence development through education and training must be oriented towards the standard of official competence in accordance with the challenge of bureaucratic reform and globalization which of course is fit to the needs of each Local Government Organisation. State civil apparatus quality is impossible to increase without having education and training activities of ASN competence development which is in line with the needs and problems faced by ASN in Banggai district. Here, the competence will be the characteristic that underlie ASN to achieve high performance in their work.

## **LITERATURE REVIEW DEVELOPMENT MODEL OF ASN COMPETENCE**

The existence of organisation including government organisation truly depends on the human resource within.

A developed and advanced organisation absolutely relates to either good or not the competence of human resources that drive the organisation. [Herlambang, Idris, and Noor \(2014\)](#) in their research result shows that the competence of ASN employees really affect the achievement of vision, mission, and the purpose of the District/City of Bontang Government. It has been illustrated in that research result that in order to organize government organisation, an innovative and creative district head will have a positive influence on the sustainability of that organisation. [Anggraini \(2015\)](#) in her research also brings out that the innovative leadership of Samarinda Planning and Development Agency (Bappeda) head has a positive influence on the productivity of organisation he/she leads.

On the contrary, the number of failure cases of government organisation is a direct influence of the low competence of human resources. [Anggraini \(2015\)](#) conduct an in-depth research on the leadership of Bandung Employment Agency (BKD) head. One of the stuffs being the focus of their research is explaining the ability of Bandung BKD head in realizing assessment centre and evidently their research result indicates that he/she is not capable to realize the assessment centre although has expended fund worth 4 trillion rupiahs. Later on, another research result also indicates that the failure of government organisation is caused by the lack of human resources competence of both the leader and staff at a government unit.

For that matter, human resources competence development is truly important to perform and achieve vision, mission and the purpose of organisation. Development as an effort to develop practical, theoretical, conceptual, and moral ability of apparatus to be in accordance with the needs in an organisation. [Aripin \(2014\)](#) explain that human resources development is an organisational effort to put forward a planned management and be executed continuously to improve the competence of employees through an education, training, and development program.

Specifically, the purpose of development is to improve employees' productivity in order to realize vision, mission and the purpose of organisation. An employee needs a set of knowledge, skill and a developed ability to be able to work well in terms of executing the duties and functions during his/her career. Based on [Suryani, et.al \(2017\)](#), ASN competence development is directed into five fields of competence: 1) having a specialization ability according to his/her working area, (2) having creativity and innovation to execute duties and being able to improve image and performance, (3) having commitment to his/her work, (4) being able to show motivation and commitment of high service for increasing trust and community satisfaction, as well as (5) holding firmly professional ethics.

Government organisation with ASN employees having those five competencies mentioned above will easily implement all forms of duties and responsibilities of an organisation; moreover, it will thoroughly achieve the set target. Thus, the government has to make strategic efforts to create ASN employees with special skill competence (skill to fit duties), common skill (supporting skill), knowledge (scientific insight), and attitude (motivation, mental, and moral). [Suryani, Agusdin, and Alamsyah \(2017\)](#) explain that strategies or steps which can be taken by company/organisation can be in the form of scheduling training programs, giving opportunities to staff who contribute ideas, giving rewards and punishments.

According to [Aripin \(2014\)](#), development strategy of human resources is not only related to the organisational effort to realize organisational goal but also related to the organisational ability to adapt to the external environment through human resources with excellent competence, wherein an organisation is able to understand and serve external side responsively and responsibly. In this matter, ASN employees' competence development leads to the goal to realize bureaucrat ability to administer responsive, efficient, transparent, and professional public services. This following figure explains human resources development system which is oriented towards responsive organisational reinforcement to the external demands.



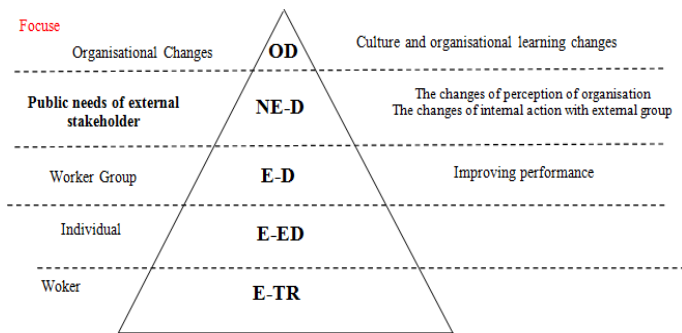


Figure 1. Functional Strategy of Human Resources

Figure 1 above is a pyramid building of human resources development showing that an organisation containing elements such as worker, individual, working group, and organisation. Those elements are in unity which can be separated in the development of human resources. In this case, human resources development starts from the recording stage of staff and individual ability as a part of organisation, reinforcement stage of human resources understanding of culture, goal, and strategy of organisational development, development stage of organisational innovation through innovative and adaptive human resources towards demands and external needs, and consolidation stage of organisational working culture supporting the realization of vision, mission, and organizational goal.

### **ASN COMPETENCE DEVELOPMENT THROUGH EDUCATION AND TRAINING**

Education and training is a development method of ASN employees' competence which aims to give and strengthen the competence of ASN employees in order to understand and perform their duties and obligations as a government bureaucrat. [Suryani, et.al \(2017\)](#), specially explains that education and training activities are programs to fulfil the gap between science, skill, attitude, and idea owned by ASN employees in accordance with the demands of their duties and assignments.

Through education and training activities, a professional ASN can be achieved systematically and responsibly.

A number of stuffs which have to be considered in order to implement education and training for ASN competence development are: first, goal determination of education and training activities, in which implementing team should decide and determine the purpose of the training. Determination and establishment of that purpose must be conducted based on the result of study, observation, and research. Through that process, an implementing team can formulate the specification of education and training goal clearly so it can be understood by participants.

Second, the implementing team understands the benefits of the education and training activities results to influencing the clarity of well participants' understanding of the utilisation to partake in the said activities. One of the things that must be paid attention by the implementing team is formulating the benefits of education and training activities including the benefits for the organisation and ASN employees. In addition, utilisation determination of the training has to be consistent with the purpose of the training stipulated previously.

Third, the implementing team compiles theme and sub-theme of material, in which they have to be fit to the purpose of the activities so at the end that program, it will give advantage to the organisation and participants. In this context, the material is emphasized to achieve the purpose of the training and will be useful for organisation and ASN employees; also, things that implementing team should consider in terms of theme and sub-theme determination is supporting the development of ASN employee's competence to be fit in the duties and obligations where they serve.

Fourth is the time allocation and training location. In this case, the implementing team has to decide time and location to provide this training that must support the implementation of the program conductively, effectively, and efficiently.

Fifth, the implementing team chooses and decides the tutor and participants selectively to put forward priority scale, in which tutor competence selected must be fit to the theme and sub-theme given to the tutor. Moreover, participant determination must be fit to the organisational needs and interest. Sixth is the selection and determination of training method, where implementing team decides method that supports the realization of the purpose of the training. Seventhly, the implementing team must prepare facility and supports the realization of education and training activities so it will run smoothly and successfully. The following figure explains implementation management of education and training for ASN competence development.

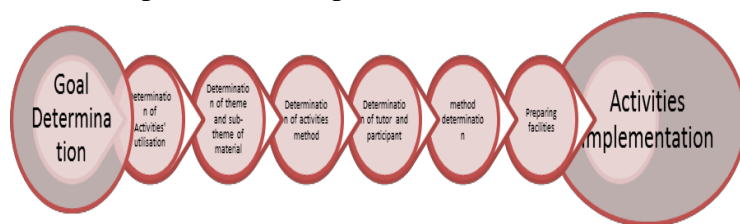


Figure 2. Implementation Management of Education and Training Activities for ASN Competence Development.

Later on, the implementing stage of training and education for ASN competence development consists of three stages: stage one, assessment and identification of rate of need in training and education activities need (assessment need) which aim to collect data and information to decide if the implementation of training and education activities should do or not; stage two, training and education program development (development programs) aim to design environment and method of training and education supporting the realization of that activity; stage three, training and education evaluation program aim to test and assess whether training and education activities that have been run well, effectively, or efficiently in terms of achieving the goal set previously [Siswanto \(2003\)](#).

Furthermore, other things that must be considered in the implementation of training and education activities and should be correlated to the needs are: (1) standard of competence which will be provided; (2) training and education program based on the job description; (3) multi-skilling needs; and (4) career path. For that matter, [Siswanto \(2003\)](#) emphasizes that training and education method is a systematic way which can condition the implementation of training and education to develop cognitive, effective and psychomotor aspect ([Siswanto, 2003:214](#)).

### ***PROGRAM ACHIEVEMENT OF ASN COMPETENCE DEVELOPMENT***

As explained in the previous part, the purpose of ASN competence development program is to realize the competence of ASN employees including knowledge, skill, attitude, and motivation that support the realization of professional and responsible ASN employees in order to perform their duties and obligations as a government bureaucrat apparatus ([Wiroto, D., & Pasaribu, P. N., 2015](#)). Institutionally, the central and the local government are truly active to provide training for ASN competence development. However, based on the research findings, they show that ASN competence development program does not positively impact yet on the improvement of ASN competence development so their performance as a state civil apparatus never showed a maximum performance ([Akbar, D. R., 2015](#)).

Lack of employees' competence development is caused by several factors, among others who are less responsive employees in utilizing chance for competence development, employees' perspective diversity in responding competence development in terms of knowledge, skill and capability, and the limited authority of the head district to decide policy to increase employees' professionalism ([Amin, N. M., 2015](#)).

Although the findings mentioned above show that ASN development program never run well and impacted positively on the performance of ASN employees, other findings indicate that training and education activities for ASN capacity development influence positively on the improvement of knowledge, skill, and capability of ASN in performing their duties and obligations respectively.

[Siswanto \(2003\)](#) carries out an in-depth research about its impact on ASN capacity reinforcement towards ASN BAPPEDA ability to perform their duties and obligations as ASN. Anggraiani's (2013) findings show that after receiving that training and education activities consistently, the officials of BAPPEDA have a good knowledge and skill in executing their duties and obligations as ASN in their area. They are able to perform well in accordance with their tasks, to overcome the existing obstacles and capable of achieving the goal maximally.

Based on the positive impact of the training and education activities, BAPPEDA continuously optimizes training and education activities to realize a skilled ASN employee to perform the duties, including in terms of information technology. Actually, ASN employees have no adequate skill in the utilisation of information technology as the supporting of the implementation of their duties and obligations as ASN.

For that matter, [Siswanto \(2003\)](#) findings show that BAPPEDA does not stay silent and has conducted several efforts such as registering employees in a course or technological guidance and for those who have been civil servants registered to be able to receive training and education. That Bappeda's step is also an evidence that the officials within have been able to apply its skill in terms of method usage in problem-solving.

Specifically, [Herlambang, Idris, and Noor \(2013\)](#) conducted a research on the strategy of ASN competence development through training and education activities in the area of Bontang District/City Government finds out the funds that the activity of competence reinforcement of human resources are able to bring meaningful change towards capacity and the competence of ASN employees in the working area of Bontang City District Head Hall.

Bontang District head encourages ASN employees in their working area to undergo training and education activities. In this context, what Bontang district head does is a positive step to anticipate workload and sustainable community demands.

Apparatus competence development conducted through training and education program, both through leveling, administrative training or technical training are actually giving meaningful contribution to support the smoothness of duties and to encourage employee’s motivation to have achievement ([Herlambang, Idris, and Noor, 2013](#)).

The research findings emphasize that training and education activities for ASN are activities that must be done by every government institution to provide ASN with knowledge, skill, and proficiency to perform their duties and functions as ASN. In addition, ASN employees’ participation on the training and education activities also gives positive contribution to the acceleration of career ladder and ASN employees’ achievement. Therefore, ASN competence reinforcement through training and education activities must be mapped out well through an in-depth research so the activity design of training and education for ASN can encourage the realization of a professional ASN employee in performing their duties and obligations as ASN.

Table 1. Research findings of ASN competence reinforcement through training and education activities

Researcher	Research Findings
<a href="#">Kartini, Noor, and Wibowo</a>	The failure of government organisation is caused by the less competence of human resources for both leader and staff in a government unit.
<a href="#">Herlambang, Idris, and Noor (2014)</a>	The competence of state civil apparatus (ASN) truly impacts on the achievement of vision, mission, and the purpose of the local government.
<a href="#">Hasibuan (2001)</a>	Human resources development is an effort of the organisation in putting forward a planned management and being executed continuously through the program of training and development.
<a href="#">Mustofadidjaja (2001)</a>	ASN competence development is led into five competence fields, namely: 1) having special ability in working area; 2) having creativity and innovation to perform the duties so it can improve image and performance; 3) having seriousness and responsibility towards work (committed to work); 4) being able to show high motivation and service commitment that lead to increasing trust and community satisfaction, and 5) firmly holding professionalism ethic.
<a href="#">Suryani, Agusdin, and Alamsyah (2017)</a>	Strategies or steps that can be taken by a company/organisation by scheduling a training program, giving chances for employees to contribute their ideas, and through giving rewards and punishments.
<a href="#">Griffin (2000)</a>	Development strategy of human resources is not only related to organisational effort to realize organisational goals but also related to the ability of organisation to adapt to the external environment through human resources with good competence wherein the organisation can understand and serve external party responsively and responsibly.
<a href="#">Suryani, et.al (2017)</a>	Training and education activities are intended to fulfill the gap between science, skill, attitude, and idea owned by ASN employees in accordance with their job demands and duties.

## **METHODOLOGY**

### **RESEARCH APPROACH AND DATA COLLECTION METHOD**

This study used quantitative research approach, data collecting method consisted of: Firstly, observation which means collecting data through direct observation to the research object of daily activity including environment and working target related to this research. Secondly, questionnaire is data collecting through list of questions prepared by each respondent. Thirdly, document study means data collecting from books, reports, academic journals or scientific writings having relations with the observed problem.

### **TYPE AND SOURCE OF DATA**

Data—analysed for this research are primary and secondary data. Primary data is data obtained directly at field originating from questionnaire result with key information and direct observation result at the research site. Whereas, secondary data is supporting data for primary data obtained from literature matters such as documents and reports as well as other literatures considered relevant to this research.

### **LOCATION AND TIME**

This research was conducted in Central Sulawesi office of Revenue, Technical Implementing Unit Region V of Banggai District. The time to conduct this research from the observation stage and title submission until the process of research finishing activity took more or less 6 (six) months, that was from March up to August 2017.

### **POPULATION AND SAMPLE**

Population of this research was ASN employees of Central Sulawesi Office of Revenue of Technical Implementing Unit Office of Region V of Banggai District summed to 150 ASN employees. Later on, sample is set or part of number and characteristic owned by population. By considering the total population which is slightly high, formulation by Slovin is used in order to decide total population and the number of sample. The selected sample were 45 ASN employees at Central Sulawesi Office Revenue of Technical Implementing Unit Office Region V of Banggai District

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## WEIGHTING METHOD

In this research, the writers used Likert scale considering that this method gives an objective evaluation of training and education activities for ASN employees in Central Sulawesi office of Revenue of Technical Implementing Unit Region V of Banggai District with weighting starts from strongly agree to strongly disagree:

1. Strongly agree / always / strongly positive
2. Agree / frequent / Positive
3. Doubtful; / sometimes / neutral
4. Disagree / almost never / negative
5. Strongly disagree / never /strongly negative

## ANALYSIS METHOD

As the main reference in analysing quantitative data, the analysis method used is utilized based on the descriptive statistics by describing or illustrating data that have been collected in the form of tabulation while qualitative data will be explained based on the logical and theoretical assumption.

$$P = \frac{F}{N} \times 100 \%$$

N

Description:

P = total population

F = total score of respondent's answer

N = total sample of the research

If data interpreted in form of percentage so classification determination of respondent's answer is as follows:

1. 1.1 % - 20 % = Very bad
2. 2.21 % - 40 % = Less good
3. 3.41 % - 60 % = Slightly good
4. 4.61 % - 80 % = Good
5. 5.81 % - 100 % = Excellent



**RESULTS**

Specifically, this research explained two categories of ASN development in the area of Banggai District Government: ASN development activity through formal education; training and education activities. In order to understand those two categories of ASN development in the area of Banggai District government, this research chose 42 respondents who can provide interpretation towards research object. Characteristic data of 42 respondents of this research can be seen based on the gender. Gender factor of respondents is one of the data that determines to see the objectivity of a research. Further explanation can be seen in the following table 2.

**Table 2.** Respondents Distribution Based on Gender

Gender	Total	Percentage (%)
Men	30	71.43
Women	12	28.57
Total	42	100

Source: Primary Data of 2017

The table presented above shows a total of 30 respondents for men (71.43%) while there are only twelve respondents (21.57 %) for women.

***ASN DEVELOPMENT THROUGH FORMAL EDUCATION***

In this research, ASN development activity through formal education can be understood through a discourse on ASN employees’ ideas towards the importance of formal education for ASN competence development focused on the importance of ASN employees to have undergraduate background, the importance of educational qualification improvement for ASN, the influence of educational qualification towards working quality of ASN employees, and the importance of ASN officials placement in accordance with the background owned by ASN employees.

Respondent’s response that most of Employees have undergraduate background can be seen in the table 3 below:

**Table 3.** Respondent’s Response that Most of Employees Have Undergraduate Background

No.	Alternative Answer	Score (N)	Frequency (F)	N x F	%
1	Strongly Agree	5	9	45	21.43
2	Agree	4	13	52	30.95
3	Doubtful	3	7	21	16.67
4	Disagree	2	9	18	21.43
5	Strongly disagree	1	4	4	9.52
<b>Total</b>			<b>42</b>	<b>140</b>	<b>100</b>
<b>Percentage of Answer (140 : 210) x 100 = 66.67%</b>					
<b>Interpretation = Good</b>					

Source: Research Primary Data of 2017

From 42 respondents as sample of this research, 9 people ( 21.43%) answered *strongly agree* that most of employees have undergraduate background, those who answered *agree* amounted to 13 people (30.95%), where those who answered *doubtful* are 7 people (16.67%), *disagree* answers are summed to 9 people (21.43%), and those who answered *strongly disagree* are 4 people (9.52%) only. The result above indicates that most of employees with undergraduate background are in a good category. In order to know respondents’ response that the existing educational background needs to be improved shows in the following table:

**Table 4.** Respondents’ response that the existing educational background needs to be improved

No	Alternative Answer	Score (N)	Frequency ( F)	N x F	%
1	Strongly Agree	5	12	60	32.36
2	Agree	4	18	72	42.86
3	Doubtful	3	6	18	14.28
4	Disagree	2	3	6	7.14
5	Strongly disagree	1	3	3	7.14
<b>Total</b>			<b>42</b>	<b>159</b>	<b>100</b>
<b>Percentage of Answer (159 : 210) x 100 = 75.71 %</b>					
<b>Interpretation =Good</b>					

Source: Research Primary Data of 2017

Out of 42 respondents as research sample, 12 people (32.36%) responded *strongly agree* that the existing educational background should improve, whereas those who responded *agree* amounted to 18 people (42.86%), 6 people (14.28%) answered *doubtful*, *disagree* answers amounted to 3 people (7.14%) only and those who responded *strongly disagree* also amounted to 3 people (7.14%). The result presented above shows that respondents' response to the existing educational background should increase is in good category.

The respondents' response that the existing undergraduate background has quality can be seen in the following table:

**Table 5.** Respondents' response that the existing undergraduate background has quality.

No	Alternative Answer	Score (N)	Frequency (F)	N x F	%
1	Strongly Agree	5	11	55	26.19
2	Agree	4	15	60	35.71
3	Doubtful	3	9	27	21.43
4	Disagree	2	5	10	11.90
5	Strongly disagree	1	2	2	4.76
<b>Total</b>			<b>42</b>	<b>154</b>	<b>100</b>
<b>Percentage of Answer ( 154 : 210 ) x 100 = 73.33 %</b>					
<b>Interpretation =Good</b>					

Source: Research Primary Data of 2017

From 42 respondents being the sample of this research, 11 people (26.19%) answered *strongly agree* that the existing undergraduate background has quality and those who responded *agree* are 15 people (35.71%), those who answered *doubtful* are 9 people (21.43%), 5 people (11.90) responded *disagree* while those who answered *strongly disagree* are only 2 people (4.76%). The result presented above indicates that the existing undergraduate background is in good category by 77.3%.

Refer to the table below in order to know respondents' respond that the employees who serve the position have an appropriate educational background:

**Table 6.** Respondents’ respond that the employees who serve the position have an appropriate educational background

No	Alternative Answer	Score (N)	Frequency ( F)	N x F	%
1	Strongly Agree	5	7	35	16.67
2	Agree	4	15	60	35.71
3	Doubtful	3	6	18	14.28
4	Disagree	2	11	22	26.19
5	Strongly disagree	1	3	3	7.14
<b>Total</b>			<b>42</b>	<b>138</b>	<b>100</b>
<b>Percentage of Answer ( 138 : 210) x 100 = 65.71 %</b>					
<b>Interpretation =Good</b>					

Source: Research Primary Data of 2017

From 42 respondents being the sample of this research, those who responded *strongly agree* that the employees who serve the position have an appropriate educational background amounted to 7 people (16.67%) and 15 people (35.71%) answered *agree*, while those who are *doubtful* amounted to 6 people (14.28%), *disagree* answered by 11 people (26.19%) and only 3 people (7.14%) responded *strongly disagree*. The result presented above shows that employees who serve the position have an appropriate educational background is in good category.

## **ASN COMPETENCE DEVELOPMENT THROUGH TRAININGACTIVITIES**

This research elaborates ASN development through a training program in which the researchers elaborate ASN employees’ perception of the importance of training activities for ASN competence development, type of functional training for ASN, type of technical training for ASN, the importance of leadership training for ASN, distribution of ASN employees’ participation in the training activities, the impact of training program towards the change of ASN employees to perform duties and the importance of ASN discipline to administer government.

The respondent's response on the existence of training received by employees can be seen in the table below:

**Table 7.** Respondents' response on the existence of training received by employees.

No.	Alternative Answer	Score (N)	Frequency (F)	N x F	%
1	Strongly Agree	5	10	50	23.81
2	Agree	4	12	48	28.57
3	Doubtful	3	4	12	9.52
4	Disagree	2	7	14	16.67
5	Strongly disagree	1	9	9	21.43
<b>Total</b>			<b>42</b>	<b>133</b>	<b>100</b>
<b>Percentage of Answer ( 133 : 210) x 100 = 63.33 %</b>					
<b>Interpretation =Good</b>					

Source: Research Primary Data of 2017

From 42 respondents being the sample of this research, those who answered *strongly agree* on the existence of training received by employees amounted to 10 people (23.81%) and those who responded *agree* summed to 12 people (28.57%), whereas those who are *doubtful* amounted to 4 people (9.52%), 7 people (16.67%) answered *disagree* and those who responded *strongly disagree* amounted to 9 people (21.43%). The result presented above shows the existence of training received by employees. In order to know respondents' response that the type of training received is functional training, refer to the table below:

**Table 8.** Respondents' response that the type of training received is functional training

No.	Alternative Answer	Score (N)	Frequency (F)	N x F	%
1	Strongly Agree	5	18	90	42.86
2	Agree	4	7	28	16.67
3	Doubtful	3	5	15	11.90
4	Disagree	2	7	14	16.67
5	Strongly disagree	1	5	5	11.90
<b>Total</b>			<b>42</b>	<b>152</b>	<b>100</b>
<b>Percentage of Answer (152 : 210) x 100 = 72.38%</b>					
<b>Interpretation =Good</b>					

Source: Research Primary Data of 2017

From 42 respondents being the sample of this research, those who *strongly agree* on the respondents' response that the type of training received is functional training amounted to 18 people (42.86%) and those who *agree* amounted to 7 people (16.67%), those who are *doubtful* are 5 people (11.90%), those who *disagree* amounted to 7 people (16.67%) and those who *strongly disagree* are 5 people (11.90 %) only. The result above is considered in good category. Respondents' response that the type of training received by employees is technical training can be seen in this table below:

**Table 9.** Type of training received by employees is technical training.

No.	Alternative Answer	Score (N)	Frequency (F)	N x F	%
1	Strongly Agree	5	12	60	28.57
2	Agree	4	14	56	33.33
3	Doubtful	3	3	9	7.14
4	Disagree	2	4	8	9.52
5	Strongly disagree	1	9	9	21.43
<b>Total</b>			<b>42</b>	<b>142</b>	<b>100</b>
<b>Percentage of Answer (142 : 210) x 100 = 67.62 %</b>					
<b>Interpretation =Good</b>					

Source: Research Primary Data of 2017

From 42 respondents being the sample of this research, those who answered *strongly agree* that the type of training received by employee is a technical training amounted to 12 people (28.57%), those who responded *agree* amounted to 14 people (33.33%), those who are *doubtful* amounted to 3 people (7.14%), those who *disagree* amounted to 4 people (9.52%) and those who answered *strongly disagree* amounted to 9 people (21.43%). The result presented above shows that the type of training received by employees are technical training and in good category.

Table below shows respondents' response that the type **JURNAL STUDI** of training received is leadership training: **PEMERINTAHAN**

**Table 10.** Respondents' response that the type of training received is leadership training.

No.	Alternative Answer	Score (N)	Frequency (F)	N x F	%
1	Strongly Agree	5	15	75	28.57
2	Agree	4	11	44	26.19
3	Doubtful	3	3	9	7.14
4	Disagree	2	7	14	16.67
5	Strongly disagree	1	6	6	14.28
<b>Total</b>			<b>42</b>	<b>148</b>	<b>100</b>
<b>Percentage of Answer (148 : 210) x 100 = 70.48 %</b>					
<b>Interpretation =Good</b>					

Source: Research Primary Data of 2017

From 42 respondents being the sample of this research, those who answered *strongly agree* that the type of training received is leadership training amounted to 15 people (28.57%), those who responded *agree* amounted to 11 people (26.19%), those who are *doubtful* amounted to 3 people (7.14%) only, those who answered *disagree* amounted to 7 people (16.67%) and those who responded *strongly disagree* amounted to 6 people (14.28%). The result above shows that the leadership training is in good category. The answers of the respondents that every employee undergoing training is always a different one can be seen in this table below:

**Table 11.** Respondents' response that every employee undergoing training is always a different one.

No.	Alternative Answer	Score (N)	Frequency ( F)	N x F	%
1	Strongly Agree	5	8	40	19.05
2	Agree	4	17	68	40.48
3	Doubtful	3	5	15	11.90
4	Disagree	2	5	10	11.90
5	Strongly disagree	1	7	7	16.67
<b>Total</b>			<b>42</b>	<b>140</b>	<b>100</b>
<b>Percentage of Answer (140 : 210) x 100 = 66.67%</b>					
<b>Interpretation =Good</b>					

Source: Research Primary Data of 2017

From 42 respondents as sample of study, those who responded *strongly agree* that every employee who undergoes training is always a different one amounted to 8 people (19.05%) and those who said they *agree* amounted to 17 people (40.48%), those who are *doubtful* amounted to 5 persons (11.90%), whereas those who answered *disagree* amounted to 5 people (11.90%), and those who responded *strongly disagree* amounted to 7 people (16.67%). The result presented above shows that every employee undergoing training always a different one is in good category. The respondents' response that every employee receiving training brings change in both terms of knowledge and implementation in performing duties can be seen in the following table:

**Table 12.** Respondents' response that every employee receiving training brings change in both terms of knowledge and implementation in performing duties.

No.	Alternative Answer	Score (N)	Frequency (F)	N x F	%
1	Strongly Agree	5	6	30	14.28
2	Agree	4	9	36	21.43
3	Doubtful	3	3	9	7.14
4	Disagree	2	17	14	40.48
5	Strongly disagree	1	7	7	16.67
<b>Total</b>			<b>42</b>	<b>96</b>	<b>100</b>
<b>Percentage of Answer (96 : 210) x 100 = 45.71%</b>					
<b>Interpretation = Less Good</b>					

Source : Primary Data Research of 2017

From 42 respondents being the sample of this research, 6 people (14.28%) answered *strongly agree* that every employee receiving training brings changes in both terms of knowledge and implementation in carrying out the duties, those who responded *agree* amounted to 9 people (21.43%), whereas those who are *doubtful* amounted to 3 people (7.14%) only, 17 people (40.48%) answered *disagree* and those who responded *strongly disagree* summed to 7 people (16.67%).



The result presented above shows that every employee receiving training brings changes both in terms of knowledge and implementation in performing duties is in good category.

## DISCUSSION

### ASN DEVELOPMENT THROUGH TRAINING AND EDUCATIONACTIVITIES

Based on the research result explained above, ASN employees understand that training and education activities for ASN are truly needed to improve ASN competence as government bureaucrat.

Based on Table 13 above, ASN employees considered that ASN should have undergraduate background to support the realization of ASN employee having quite good competence of administration. This research finding emphasizes that undergraduate background is truly needed to develop This is shown by ASN employees' response to the importance of undergraduate qualification, the importance of ASN employees' participation in administering formal education and training activities, the importance of innovation for training, and the importance of training material that encourages ASN employees' innovation in performing their duties and obligations as ASN. Table 13 below is the recapitulation of the research result that shows training and education activities for ASN competence development are essential to use and to realize a professional and responsible ASN employee.

**Table 13.** ASN development through training and education activities

No.	Variable	%	Criteria
1	Undergraduate Qualification	66.67	Good
2	Educational Qualification Should be Improved	75.71	Good
3	A bachelor has quality	73.33	Good
4	ASN placement is in accordance with educational background	65.71	Good

ASN competence. For that matter, local government must provide and encourage ASN to develop their competence through formal education with undergraduate program. Conforming to this, [F., Pangkey, M. S., & Pombengi, J. D. \(2018\)](#) also find that education has a positive influence on ASN performance, thus, the better the education received by ASN, the better the performance achieved and will also get improvement in the process of working achievement.

For that matter, ASN employees in the area of Banggai local government see that local government must continuously try to improve educational qualification of ASN employees through formal education program. Most of respondents say that educational qualifications of ASN must be improved until they hold their bachelor's degree. However, another research shows that ASN competence development was never done maximally through the improvement of employees' formal education (continuing study until undergraduate and postgraduate program) ([Sani, T., rares, J.J., & Ogotan, M., 2018](#)). Government's reluctance to improve ASN employees' educational qualifications directly impacts on government, failure to realize a better ASN performance.

In a principle based on [Suryani \(2017\)](#), ASN competence development through formal education improvement aims at improving ASN ability in administering government. Human resources development is an organisational effort to put forward a planned management and be conducted continuously to improve the competence of employee through training, education, and development program. ASN employee in the area of Banggai district explains that ASN employees with undergraduate background have a good performance in executing their duties and obligations as ASN. Through their undergraduate background, ASN employees tend to have confidence with knowledge and skill owned in terms of government implementation.

This finding emphasizes that the research conducted by [Suryani \(2017\)](#), in which she explains that training and education activities aim to fulfil the gap between knowledge, skill, attitude, and thought owned by ASN in accordance with job and function demands.

Although undergraduate background is considered important for ASN employees, this does not mean a positive aspect for ASN if it does not follow well and proper ASN governance, especially when it comes to ASN placement in the structure of government organisation. In this term, ASN employee's placement at government structure must be in accordance with educational background of each ASN employees so they can do their task and obligation optimally. Based on the research result, Banggai local government has placed ASN employees according to their educational backgrounds. This possible ASN employee in the area of Banggai local government can perform duties and obligations professionally and optimally. This finding emphasizes their research result of [Tondowana, A. T., Rorong, A. J., & Londa, V. \(2018\)](#) indicating that merit system has a positive influence on the spirit of work. Certainly, the merit system will increase the working spirit of state civil apparatus.

In addition to formal education activity, ASN competence development can also be conducted through ASN competence development considered as a part of a proper strategy to realize the quality human resources. ASN employee in the area of Banggai local government considers that it is important to undergo training program to improve ASN employees' competence as informed in the following table.

Table 14. ASN Competence Development through Training Program

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No.	Variable	%	Criteria
1	The existence of training activities	63.33	Good
2	Functional Training	72.38	Good
3	Leadership Training	70.48	Good
4	ASN participation in the training	66.67	Good
5	Training brings changes	45.71	Less Good

ASN employees in the area of Banggai local government explain that training program for ASN competence development is considered positive to improve the quality of knowledge and skill of ASN. Through training program, ASN employees can understand duties and functions of ASN where they serve. In addition, they also can understand paradigm development of governance and the changes of laws and regulations on the government management so ASN employees can perform their duties and obligations as government bureaucrat professionally. ASN employees in Banggai local government see the importance to undergo functional training in which ASN is given understanding on duties, obligations, and their rights as ASN in accordance with each structural position.

In accordance with the result above, based on [Suryani \(2017\)](#), training and development program for ASN competence is led to five competences: 1) having a special ability according to the working area, (2) having creativity and innovation to perform work so can improve image and performance, (3) having commitment to work, (4) being able to show high motivation and commitment of service so increasing trust and community satisfaction, as well as (5) firmly holding professionalism ethic. For that matter, ASN employees have to follow and understand every training material given.

According to ASN employees in the area of Banggai local government, one of the most important training materials to understand is leadership material in which through this material, an ASN employee can understand leadership principles of government which has to be considered in the implementation of government, public services implementation and community empowerment. Leadership material on training activities for ASN competence development has a positive influence on ASN performance. According to [Herlambang, Idris, and Noor \(2014\)](#), leadership competence of ASN employees truly impact on the realization of vision, mission, and the local government goal.

Although ASN employees see the importance of training and education activities of ASN competence development, one of the findings of this research shows that this training has no significant influence on paradigm change of ASN employees when they tend to be not productive and not innovative in performing their duties and obligations as ASN. This is caused by the design of training and education activities that tend to be monotonous and normative so the participant has no high enthusiasm to be active and serious to undergo every single process of the implementation of training and education activities run. Thus, ASN employees in the area of Banggai local government consider the importance to design training and education program which is more interesting and impacts on the change of ASN's mindset.

An interesting design of training and education activities will positively impact ASN performance in which those who receive training have knowledge and skill that support the realization of good governance. [Astra, F., Mandey, J., & Londa, V \(2016\)](#), in their research result, propose that structural training has significant relations towards the competence of ASN leadership.

This means the higher the structural training undergone, received by ASN, the higher the leadership competence from related ASN. That research is reinforced by a research conducted by [Tupan, T. N., Lengkong, F. D., & Kiyai, B. \(2007\)](#), in which their research findings disclose that training has significant relations towards ASN performance.

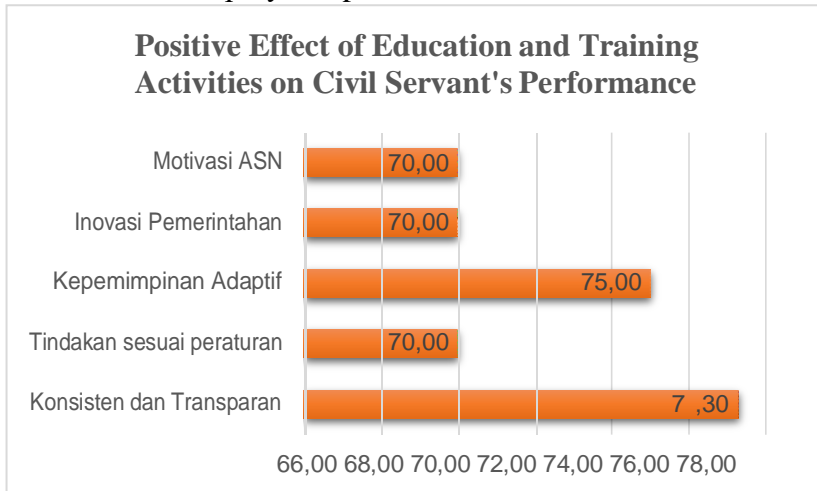
This means the higher the education and training undergone/received by ASN, the higher the achievement from related ASN. This means ASN performance is significantly influenced by training undergone/received.

### **ACTIVITIES DESIGN OF ASN COMPETENCE DEVELOPMENT**

Based on the discussion of the research result explained above, development model of ASN employees' competence is focused on the implementation reinforcement design of training and education of ASN employees' competence development. This research result entirely shows that training and education activities of ASN competence development are essential to do consistently to realize a professional and responsible ASN. The positive influence of training and education activities for ASN competence development in the area of Banggai local government towards their performance as ASN is explained below:

**First**, ASN employees act consistently and transparently in accordance with the condition of local government organisation. **Second**, ASN employees act according to the applicable laws and regulations. **Third**, ASN employees are able to put forward an adaptive leadership in every situation and condition of the government. **Fourth**, ASN employees have innovation in performing their duties and obligations as an ASN. **Lastly**, ASN employees have motivation in executing duties and functions of local government organisation. The following Graph 1 shows the positive influence of training program on ASN performance.

**Graph 1.** Positive influence of training and education activities towards ASN employees' performance.



The graph above emphasizes that training and education activities must still be focused on the development of ASN employees competence so they will: 1) have a special ability in accordance with their field of work, (2) having creativity and innovation to perform duties so can improve image and performance, (3) having commitment to work, (4) being able to show motivation and commitment of high service so increasing trust and community satisfaction, as well as (5) firmly holding professionalism ethic [Suryani \(2017\)](#).

Through the ability owned by ASN employees, they can perform their duties and obligations dynamically and innovative so that organisational goals can be achieved well. In addition, government organisation can adapt with external environment, in which through human resources having good competence, organisation can understand and serve external party responsively and responsibly. Important things that have to be considered in the design of training and education activities for ASN employees competence development is (1) standard of competence which will be given, (2) training and education program is based on the job description, (3) multi-skilling needs, (4) career path.

Training and education method is a systematical way which can condition the administration of training and education to develop cognitive affective and psychometric aspect ([Siswanto, 2003:214](#)). For that matter, implementation design of training and education should support the reinforcement of ASN competence, skill development, supporting career development, and create an innovative and creative ASN employees' mindset.

## CONCLUSION

Law number 5 of 2014 on ASN clearly emphasizes that ASN is state structure being in charge of realizing duties and responsible towards society entirely. Thus, training and education activities for ASN employees competence development is one of the efforts to realize a professional and responsible ASN employees in serving duties and public service as well as society empowerment. This research result shows that training and education activities of ASN development competence is considered important to conduct consistently since that activity has a positive influence on ASN performance as government bureaucrat, in which ASN employees receiving education and training has a good knowledge and skill ability in performing duties and obligations as civil apparatus.

Specifically, training and education activities of ASN competence development has a positive influence on ASN employee's performance in the area of Banggai local government. First, ASN employees act consistently and transparently in accordance with the condition of local government organisation. Second, ASN employees act according to the applicable laws and regulations. Third, ASN employees are able to put forward an adaptive leadership in every situation and condition of the government. Fourth, ASN employees have innovation in performing their duties and obligations as an ASN. Fifth, ASN employees have motivation in executing duties and functions of local government organisation.



Based on the research findings explained above, implementation design of training and education activities for ASN employee competence development has to be undergone consistently focused on the development of knowledge and skill of ASN employees including ASN's duties and functions understanding, implementation innovation of service and community empowerment, organisational management, leadership style of ASN, and the discipline level of ASN. Through that ability, ASN employees are able to perform their duties and obligations as ASN as expected in ASN laws.

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