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# OPTIMIZING EMPLOYEE EXPERTISE IN MANAGING INVENTORY OF BMD INTEGRATED SPECIAL SCHOOL (SLB)
## (Case Study at the Education and Culture Office of Central Papua Province)

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**Abstract**

This study aims to analyze the Optimization of Employee Expertise in Integrated Management of Special School (SLB) BMD Inventory (Case Study in the Education and Culture Office of Central Papua Province). This study uses a qualitative descriptive approach. Data sources are from primary and secondary data. Data collection methods: observation, interviews with informants and documentation. Informants in this study were 5 (five) employees. The data analysis method uses a qualitative descriptive analysis method with the analysis stages: data reduction, data presentation and drawing conclusions. The results of this study indicate that: 1) The level of employee expertise in integrated Office Assets inventory management is still uneven, with many employees in the learning and adaptation stage. Interventions in the form of training, technical support, and infrastructure improvements are needed to accelerate employee capacity building in the era of digitalization of government asset administration. 2). Obstacles in integrated Office Assets inventory management at the Central Papua Province Education and Culture Office are multidimensional, covering aspects: technical, human resources, infrastructure, and managerial. 3). Optimizing Employee Expertise in Integrated Office Assets Inventory Management at the Central Papua Province Education and Culture Office, is carried out through a practice-based approach (learning by doing) and special assignments to employees with IT backgrounds as an effective strategy to accelerate mastery of the Office Assets Inventory system by employees.

**Keywords:** ***Optimization, Employee Skills , Inventory Management, Special Schools (SLB)***.

## INTRODUCTION

Office inventory management is regulated by law, specifically Government Regulation Number 27 of 2014 concerning the Management of State/Regional Assets. This regulation governs how state/regional assets, including office inventory, must be managed, from needs planning and procurement to use, through to security and disposal. Office inventory management in government agencies, including the Education and Culture Office of Central Papua Province, is a crucial component in achieving operational efficiency and effectiveness. A well-managed inventory not only contributes to resource optimization but also supports transparency and accountability in the use of state assets. In an era of increasing use of information technology, the implementation of an integrated management system is increasingly important. Such a system is expected to facilitate oversight and provide more accurate reports on inventory usage. However, a major challenge is how to optimize employee expertise in carrying out this management. Often, employees lack the skills or knowledge to operate complex systems and comply with various applicable regulations. This can lead to inefficiencies, errors in recording, and the potential for misuse of state assets. Therefore, this study aims to explore the skills required by employees and identify strategies and methods that can be used to improve their capabilities in inventory management. The object of this research is the Education and Culture Office of Central Papua Province, with a focus on Optimizing Employee Skills, Integrated Office Property Inventory Management in the Education and Culture Office of Central Papua Province. Regional Property Management (BMD) is a crucial aspect of good governance, especially in the education sector. Well-managed BMD supports efficiency, transparency, and accountability in the use of regional budgets, and ensures the continuity of optimal education services. In the Special School (SLB) environment, which has special needs in facilities and infrastructure, BMD

inventory management becomes increasingly important so that the learning process can run effectively and inclusively. However, the reality on the ground shows that BMD management in SLB, especially in the Central Papua Province region, still faces various challenges. One of the main factors is the limited expertise of employees in managing inventory systematically and integratedly. Many employees lack a sufficient understanding of the mechanisms for recording, reporting, maintaining, and utilizing regional assets in accordance with applicable regulations, as stipulated in Minister of Home Affairs Regulation No. 47 of 2021 concerning Procedures for Implementing Bookkeeping, Inventory, and Reporting of Regional Assets. An integrated, information technology-based inventory management system has not been fully adopted or optimally utilized. This system is crucial for facilitating oversight, accelerating the reporting process, and minimizing the potential for asset loss or misuse. The lack of technical training, guidance, and support in implementing a modern inventory system exacerbates this situation. Law No. 8 of 2016 specifically addresses the protection and fulfillment of the rights of persons with disabilities in Indonesia. This law serves as the primary legal basis for realizing justice, equality, and social inclusion for persons with disabilities in various aspects of life.

According to the Big Indonesian Dictionary (Rozzaq, 2018) optimization is: Derived from the basic word Optimal meaning the best, highest, most profitable, making the best, making the highest, optimizing the process, method, act of optimizing (making the best, highest, and so on) so that optimization is an action process, or methodology to make something (as a design, system, or decision) more completely perfect, functional, or more effective. Optimization is an effort to find the most effective alternative or performance achieved with maximum results from desired factors and minimal results from undesirable ones (Monalisa, 2020). Optimization is defined as the results achieved with desires so that they are appropriate and effective and efficient (Zulkifli, 2020). Optimization is also often interpreted as a measure where all needs can be met from the activities carried out. Meanwhile, according to Tarmizi, (2018). A person's expertise is reflected in how well a person performs specific activities, such as operating equipment, communicating, and so on. So skills are the ability to carry out a specific task both physically and mentally (Maliah et al., 2021).

Employee expertise (skills and expertise) in Indonesian law, especially Law Number 5 of 2014 concerning the State Civil Apparatus (ASN), is an important basis in the management and administration of ASN. Regulation of the Minister of Home Affairs Number 19 of 2016 concerning Guidelines for the Management of Regional Assets. Utilization is the utilization of State/Regional Assets that are not used for the implementation of the duties and functions of Ministries/Institutions/Regional work units and/or optimization of State/Regional Assets without changing the ownership status. Renting is the Utilization of State/Regional Assets by another party for a certain period of time and receiving cash compensation. Government Regulation of the Republic of Indonesia Number 28 of 2020 concerning Amendments to Government Regulation Number 27 of 2014 concerning the Management of State/Regional Assets, Regional Assets are all goods purchased or obtained at the expense of the Regional Revenue and Expenditure Budget or derived from other legitimate acquisitions. The Central Papua Provincial Education and Culture Office, as the agency overseeing special needs schools (SLB), plays a strategic role in promoting human resource capacity building, particularly in asset management. Optimizing employee skills not only impacts inventory data accuracy but also contributes to improving the quality of educational services for children with special needs.

Previous research conducted by Khoirul Syahputra, Yusman Syaukat, Abdul Kohar Irwanto (2017) Strategy for Improving Management of Regional Assets in the Anambas Islands Regency Government. Journal of Regional Development Management. Volume 9 Number 2, November 2017. The results of the study indicate that the weak competence of BMD management human resources is inseparable from the less than optimal guidance, supervision and control of BMD administrators and this also has an impact on the performance of BMD management apparatus. The right priority strategy to implement is improving the quality of BMD management human resources in managing and compiling BMD reports. Furthermore, research conducted by Cika Rania Alya Putri, Priyanto Susiloadi (2023) examines the Optimization of Management of Regional Assets (BMD) in Semarang City and Pati Regency. Journal of Public Discourse Students, Volume 3, Number 2, 2023. Pages 327-342. E-ISSN 2798-5326. https://jurnal.uns.ac.id/wacana-publik. The research results show that both the Semarang City Regional Development Planning Agency (BPKAD) and the Pati Regency Regional Development Planning Agency (BPKAD) are not yet fully optimal in managing Regionally-Owned Goods (BMD). This is influenced by factors such as limited human resource capacity, limited access to information, and a lack of supporting information tools in the BMD management process. The phenomenon occurring at the Central Papua Province Education and Culture Office shows that despite the existence of an integrated inventory management system, its implementation remains challenging. Many employees feel they lack sufficient skills in inventory management, both technically and managerially. Furthermore, differences in understanding and implementation of policies among employees can lead to inefficiencies in the

management of office assets. This research will explore this phenomenon and seek solutions to improve employee skills. Based on the background above, the researcher is interested in conducting an analysis on the Optimization of Employee Skills and Integrated Office Inventory Management, then the researcher determined the research title "Optimization of Employee Skills in Integrated Special School (SLB) BMD Inventory Management (Case Study at the Education and Culture Office of Central Papua Province)". From this research, it is hoped that concrete and practical recommendations will emerge to improve employee skills in office inventory management. It is hoped that this research can contribute to the development of training policies and employee capacity building programs at the Education and Culture Office. Thus, this research has the potential to encourage the creation of better inventory management, which ultimately can support the achievement of organizational goals and more optimal public services.

## METHOD

This study aims to analyze the Optimization of Employee Expertise in Integrated Management of Special School (SLB) BMD Inventory (Case Study in the Education and Culture Office of Central Papua Province). This study uses a qualitative descriptive approach. Data sources are from primary and secondary data. Data collection methods: observation, interviews with informants and documentation. Informants in this study were 5 (five) employees. The data analysis method uses a qualitative descriptive analysis method with the analysis stages: data reduction, data presentation and drawing conclusions.

## RESULTS AND DISCUSSION

Based on observations, the level of employee expertise in managing the integrated inventory of Office Property (BMK) at the Central Papua Province Education and Culture Office varies. Some employees are quite familiar with the use of digital inventory management systems, particularly at the central administration level. However, in educational institutions such as Special Needs Schools (SLB) and regional work units, many employees still rely on manual methods and have not fully mastered the integrated system application. This is evident in the inventory recording and reporting processes, which are still carried out manually or with the assistance of suboptimal digital systems. Proficient employees tend to have a more intensive background or experience with information technology, while less skilled employees often experience difficulties operating digital software and administration systems. Observations also revealed several significant obstacles to integrated BMK inventory management. The main obstacle identified was the lack of technical training provided to employees, particularly at the school and regional work unit levels. Furthermore, the dissemination of system usage from the provincial level down has not been carried out evenly and comprehensively, resulting in many employees lacking a clear understanding of the system's functions and procedures. Digital infrastructure in some areas, particularly remote ones, remains limited, with issues such as unstable internet connections and limited adequate hardware. Another obstacle identified was resistance to the shift from manual to digital methods, stemming from old habits and a lack of motivation or adequate technical support.

Based on observations, steps to optimize employee skills are essential to improve the quality of BMK inventory management. Regular, hands-on training is essential so employees can directly practice using the system in their daily work. On-site technical assistance is also very helpful in overcoming difficulties employees encounter when using the system. Furthermore, assigning employees with IT backgrounds as mentors or coordinators in each work unit is considered effective in accelerating the adaptation process and transferring knowledge to other colleagues. Improvements to information technology infrastructure, such as internet networks and supporting devices, are also crucial in supporting the optimal implementation of an integrated inventory management system. Policies that encourage continuous human resource capacity development and regular monitoring of system usage are also necessary to ensure that employee skills continue to improve and the system runs smoothly.

Interviews provided detailed and comprehensive information regarding the level of employee expertise in integrated Regional Assets (BMD) inventory management, particularly in Special Needs Schools (SLB). Through interviews, various obstacles and barriers faced by employees in using the integrated inventory management system can be directly identified, both from a technical and human resource perspective. Interviews allowed researchers to obtain various suggestions and strategies from employees and related officials to improve the expertise and effectiveness of integrated inventory management. The main objective of the interviews was to determine the extent of employee skills and knowledge in managing integrated BMD inventory in SLB, as well as to identify differences in ability between employees. The interviews aimed to understand various inhibiting factors that influence inventory management, both from a technical, human resource, and infrastructure perspective. The interviews aimed to gather

information regarding employees' daily experiences in using the inventory management system as well as their perceptions of its effectiveness and the obstacles experienced. The informants for this research consisted of 5 (five) employees who were knowledgeable about Integrated Office Assets Inventory Management at the Education and Culture Office of Central Papua Province.

**A. Employee Skill Level in Integrated Office Asset Inventory Management at the Education and Culture Office of Central Papua Province.**

Integrated office inventory management (BMK) is a requirement for modernizing government administration, including in the education sector. At the Central Papua Province Education and Culture Office, this process is currently transitioning from manual methods to an integrated digital system. However, staff skill levels in operating the system still vary significantly. Interviews with several key informants revealed that, in general, employee inventory management skills are quite good, especially at the structural level of the service. However, not all employees have mastered the digital system used for inventory recording and reporting. This indicates a competency gap that requires attention. One contributing factor to this imbalance is differences in educational background and information technology experience among employees. Employees who have long worked with manual systems find it difficult to adapt to the new, integrated system, particularly in educational institutions such as Special Needs Schools (SLB), where training and access to technology are relatively limited.

Field data also indicates that some employees are still unfamiliar with digital-based asset management systems and prefer to use conventional methods. This is not due to a rejection of technology, but rather due to limited understanding and a lack of adequate technical training prior to system implementation. Employees' skill level in using the digital BMK management system is still developing. Some employees are just beginning to learn how to use the system and require time and guidance to become accustomed to it. This is a natural transition from the old system to the new one, but it still requires structured intervention to prevent protracted implementation. Inadequately trained human resources are a major challenge in implementing the integrated system. Some employees still use manual record-keeping because they feel more comfortable and confident with this method, even though the digital system offers greater efficiency. Interviews also revealed that most staff at the Special Needs School (SLB) have not received specific training in digital inventory management. As a result, they often experience difficulties operating the system, both in data input and editing, and when preparing periodic reports to the department. Several employees stated that they are in the process of self-learning the new system, having never used an integrated system before. They recognize the importance of mastering the system, but feel that support in the form of training or technical assistance is still very limited. This situation indicates that employee skill levels are influenced not only by individual willingness to learn, but also by the availability of facilities and support from the agency. Without adequate training and assistance, the process of adapting to digital systems will be slower and risk producing inaccurate data.

In addition to internal employee factors, aspects of the work environment and infrastructure also influence their ability to manage digital inventory. Issues such as limited internet access, a lack of computer equipment, and the absence of SOPs or official technical instructions further complicate the transition to an integrated system. It's important to understand that inventory management skills extend beyond system operation, encompassing an understanding of the principles of state asset management, accountability, and data accuracy. Therefore, employee skill development should be comprehensive and ongoing. It's important to emphasize that not all employees have an information technology background, so training needs to be designed with a practical approach and tailored to the user's basic skills. Training materials should also include simulations of system use, basic troubleshooting, and reporting procedures that comply with government regulations. Furthermore, staff who are already familiar with digital systems can serve as agents of internal change. They can serve as mentors to their colleagues, fostering horizontal knowledge transfer. This strategy is effective in special needs schools (SLB) and schools with limited access to external training. Moving forward, employee skill development should be part of policies to strengthen regional asset governance. The provincial government, through its education office, needs to provide regular training programs, self-learning modules, and technical discussion forums to enable employees to systematically improve their skills. In the long term, regular evaluation of asset managers' competency is also necessary, both through performance assessments and training certification. This can foster employee professionalism and create consistent work standards in digital-based BMK management. The skill level of employees in integrated office inventory management at the Central Papua Province Education and Culture Office remains uneven, with many employees still in the learning and adaptation phase. Interventions such as training, technical support, and infrastructure

improvements are needed to accelerate employee capacity building in the era of digital government asset administration.

**B. Factors that become obstacles in the Integrated Management of Office Property Inventory at the Education and Culture Office of Central Papua Province.**

The implementation of an integrated inventory management system within the Central Papua Province Education and Culture Office faces various challenges. While the system should ideally provide efficiency and accuracy in the management of Office Assets (BMK), it has not been optimally operational across all work units, particularly schools located far from the central government. The primary obstacle most frequently cited by informants is the lack of technical training provided to employees. Many staff have never received direct training on how to use the digital inventory management system, forcing them to learn on their own without clear guidance. This lack of training is further exacerbated by a lack of outreach from the provincial level to educational institutions, including Special Needs Schools (SLB). Information regarding system changes, application usage policies, and procedural updates is often poorly communicated, creating a gap in understanding between the central office and educational institutions. Beyond training, another obstacle is limited digital infrastructure. Many schools lack adequate computer equipment, and some lack a stable internet connection. This situation clearly complicates the online inventory recording process.

Internet network issues are a significant obstacle, especially in remote or isolated areas. An integrated inventory management system relies heavily on connectivity, so when the network is unstable or unavailable, asset recording tasks are automatically hampered. In addition to internet connections, hardware such as computers and printers are also not fully available or adequate in all schools. In some cases, schools only have one device that is used interchangeably, preventing optimal and real-time data management. Another obstacle arises from the lack of official manuals or modules that explain how to use the system in detail. As a result, employees unfamiliar with digital systems must rely on trial-and-error methods, which are prone to errors and hinder productivity. For some employees who have long worked with manual systems, resistance to change is also a barrier. They tend to feel comfortable with the old way of working, making them reluctant to learn new systems that are perceived as more complicated and time-consuming. This reluctance to change is partly driven by a lack of understanding of the long-term benefits of digital systems. Without comprehensive education, new systems are perceived as an additional burden, rather than a tool that can improve work efficiency . The lack of technical guidance during the initial system implementation was also a significant concern. When the system was first introduced, not all schools received direct assistance or training. This left many staff feeling confused and ultimately continuing to use manual methods. Another obstacle that emerged was the lack of synchronization between work schedules and system operations. Some systems were only accessible during certain hours or required special connections available only within the office environment, not at schools. This clearly made it difficult for staff in the field. The lack of coordination between the office and educational units also widened the gap in system implementation. In some cases, schools are not aware of the latest system updates or do not understand the procedures to follow due to a lack of active and structured communication.

These barriers not only slow down the inventory management process but also directly impact the quality of the resulting data. When the system is not utilized optimally, data becomes inaccurate, reports are delayed, and managerial decisions become less targeted. Furthermore, dependence on specific administrative staff who understand the system poses a risk. If these staff move or are absent, there are no other staff members able to continue the inventory management process, resulting in the system becoming stagnant. The barriers to integrated BMK inventory management at the Central Papua Province Education and Culture Office are multidimensional, encompassing technical, human resource, infrastructure, and managerial aspects . Overcoming these barriers requires a holistic strategy, ranging from providing regular technical training, direct guidance in schools, infrastructure improvements, to more proactive policies in communication and mentoring. Only with a comprehensive approach can integrated BMK management be implemented effectively and equitably across the region.

C. **Optimizing Employee Skills in Integrated Office Inventory Management at the Education and Culture Office of Central Papua Province** .

Optimizing employee skills in integrated BMK inventory management is a crucial step to improve the efficiency and accuracy of government asset management, particularly within the Central Papua Province Education and Culture Office. Given the transition from a manual to a digital system, improving human resource capacity is

key to the successful implementation of this system. One of the most effective ways to optimize employee skills is through regular training programs. This training must be designed with a practical approach, tailored to field conditions and the needs of employees' daily tasks. Training is not sufficient just once; it must be provided periodically to update knowledge and skills. Training also needs to be conducted directly in the workplace (on-site) so participants can immediately apply the material provided according to the devices and systems they use. In this regard, workshops or practical technical guidance are essential, especially for employees new to the digital inventory system. A practice-based training approach (learning by doing) is more effective than a lecture-only method. This allows employees to more quickly grasp the system's user interface, handle minor technical issues, and operate the application with confidence. In addition to general training, assigning specific assignments to employees with information technology (IT) backgrounds can accelerate the system adoption process.

Employees with IT expertise can serve as technical coordinators or mentors in their respective work units, guiding colleagues unfamiliar with the system. The Education and Culture Office also needs to establish a technical assistance team tasked with monitoring and providing guidance to schools, particularly special needs schools (SLB) and units geographically difficult to reach. This assistance is crucial to ensure the implementation process doesn't stall midway due to technical confusion. User-friendly system integration is also a key requirement for optimization efforts. The inventory management system should be designed with a simple interface, easily understood by users with non-technical backgrounds, and include easily accessible help or tutorial features. It is also recommended that the system include virtual training or interactive simulations, allowing employees to learn independently when formal training is not yet available. This will help accelerate the technology adoption process in a resource-constrained work environment. Clear and supportive institutional policies also play a crucial role in encouraging the optimization of employee skills. This can be achieved through, for example, establishing competency standards for inventory managers, providing incentives for staff who actively learn and contribute, and providing formal recognition for successful training. Provincial governments need to develop regulations or circulars that mandate mandatory training for all educational institutions, both public and private, to ensure uniform management of BMK and adherence to established systems.

Optimizing employee skills will also be greatly assisted by improving work facilities. Providing equipment such as computers, a stable internet connection, and access to system applications is crucial so that training is not limited to theory but can be directly implemented. Regular evaluation of employee system usage is also necessary. The service can implement a monitoring and evaluation system to assess the extent to which employees have mastered the system. The results of this evaluation can form the basis for establishing follow-up programs or further training . In some schools, including special needs schools (SLB), employees with existing skills should be given additional responsibilities as primary managers of digital inventory, while also serving as an extension of the service in fostering asset management at the educational unit level. In the medium term, optimizing employee skills can be strengthened by collaborating with training institutions or universities to develop training curricula tailored to the service's needs. This can create a more professional and standardized training system. This skill-building will also create a positive domino effect, making inventory management more orderly, transparent, and accountable. Asset reports will no longer need to be revised repeatedly, and managerial decision-making will be more data-driven. Therefore, optimizing employee skills in integrated BMK inventory management is not merely a technical operational issue, but rather part of a comprehensive institutional capacity building effort. If implemented consistently and with focus, this will significantly impact the quality of educational services, particularly in supporting learning in special needs schools such as SLB.

## CONCLUSION

1. The skill level of employees in integrated Office Assets inventory management at the Central Papua Province Education and Culture Office remains uneven, with many employees still in the learning and adaptation phase. Interventions such as training, technical support, and infrastructure improvements are needed to accelerate employee capacity building in the era of digital government asset administration.
2. Obstacles in the integrated management of Office Assets inventory at the Central Papua Province Education and Culture Office are multidimensional in nature, covering the following aspects: technical, human resources, infrastructure, and managerial.
3. Optimizing Employee Skills in Integrated Office Inventory Management at the Central Papua Province Education and Culture Office, carried out by means of a practice-based approach (learning by doing) and special assignments to employees with an IT background is an effective strategy to accelerate the mastery of the Office Inventory system by employees.

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