

EMPLOYEE MANAGEMENT EFFORTS TO IMPROVE ASN DISCIPLINE AND COMPETENCE IN THE DEPARTMENT OF EDUCATION AND CULTURE OF CENTRAL PAPUA PROVINCE

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Abstract

This study aims to analyze the human resource management strategies in improving the discipline and competence of civil servants (ASN) at the Department of Education and Culture of Central Papua Province. The research employed a qualitative descriptive approach with data collected through observations, in-depth interviews, and document analysis. Six key informants were selected purposively, representing structural officials and operational staff, providing a comprehensive perspective on the actual conditions of personnel management within the organization. The findings reveal that the discipline level of civil servants is considered moderate but not yet optimal. Approximately 55–60% of ASN comply with working hours and task completion targets, while the rest face challenges related to work culture adaptation and weak internal supervision. Competence levels also vary; Recruited civil servants adapt more quickly to digital technologies, while many senior staff still require assistance in operating administrative applications such as MyASN, SIPD, and e-Kinerja. Differences in educational background, work experience, and organizational habits among districts contribute to gaps in both discipline and competency levels. The main obstacles include low intrinsic motivation, inconsistent supervision, limited technology utilization, and low participation in training programs. Moreover, diverse working cultures and habits among employees hinder the standardization of professionalism and service quality within the department. To address these issues, the department has designed several strategic approaches, including: 1) Enhancing digital-based supervision by integrating online attendance with performance assessments; 2) Implementing a consistent and fair reward-and-punishment system to strengthen accountability; 3) Improving ASN competence through technical workshops, peer mentoring, and the adoption of e-learning methods to overcome budget limitations; 4) Applying a local wisdom-based approach by fostering a family-oriented and deliberative work environment to improve cultural integration and employee motivation. The study concludes that effective personnel management strategies should emphasize structured employee development, technological adaptation, and consistent performance-based evaluation. These efforts are expected to improve organizational performance and enhance the quality of public services, particularly in the education and cultural sectors of Central Papua Province.

Keywords: *Human Resource Management, Civil Servant Discipline, Civil Servant Competence, Development Strategy, Central Papua*

INTRODUCTION

Personnel management in government bureaucracy is not merely an administrative matter, but rather a strategic function to ensure professional, integrity-driven, and competent personnel, thereby achieving the goals of public organizations. Structured management—from recruitment and development to performance evaluation—is key to improving service efficiency and ensuring the appropriate placement of employees according to organizational needs. This transformational drive aligns with the bureaucratic reform agenda to realize good governance, based on a merit system that is fair, transparent, and free from nepotism. This normative framework emphasizes qualifications, competencies, and performance as the basis for managing civil servants (ASN) to build a healthy and productive work culture.

The ASN competency framework encompasses three main domains—technical, managerial, and socio-cultural—that need to be improved simultaneously to ensure public services meet the demands of modern society: ease, speed, accuracy, and integrity. These three domains serve as important analytical lenses for understanding current conditions and designing interventions to improve civil service performance. Empirically, at the Central Papua Province Education and Culture Office, civil servant discipline is considered quite good, but not optimal. Approximately 55–60% of civil servants adhere to working hours and task completion targets; the remainder are still hampered by cultural adaptation and weak internal oversight. In terms of competency, new civil servants are relatively quick to master technology, while some older civil servants require assistance in operating applications such as MyASN, SIPD, and e-Kinerja.

The inhibiting factors are multiple. Internally, barriers arise from awareness, motivation, and the ability to utilize technology. Externally, challenges relate to management systems, coaching patterns, and consistent supervision. Differences in educational background and experience widen the competency gap; similarly, the diversity of work cultures among employees—along with suboptimal mentoring mechanisms—hinders the standardization of professionalism and service quality. These findings are consistent with the theoretical/empirical references in the document: discipline and competence are determinants of public service performance; discipline and motivation significantly influence organizational performance; and in the 3T regions, an affirmative-contextual approach has proven crucial for developing ASN competency. These theoretical implications emphasize that personnel management interventions must go beyond administrative compliance and be grounded in evidence and local context.

To address these issues, the mapped strategies are relevant to public sector performance management theory: (1) digital-based supervision—integrating online attendance with performance assessments—to reduce tardiness and no-shows; (2) consistent application of rewards and punishments to encourage accountability and a productive work culture; (3) increasing competency through needs-based technical guidance, e-learning, and peer mentoring; (4) strengthening the mentoring and ongoing development system; and (5) local wisdom approaches—family values, togetherness, and deliberation—to strengthen cohesion, motivation, and work communication. Based on the background, theory, and performance gaps, the research focus is formulated to: (i) capture the actual condition of ASN discipline and competence; (ii) identify inhibiting factors; and (iii) formulate an effective and contextual personnel management strategy for Central Papua—as reflected in the problem formulation and research objectives in the source document.

METHOD

This study uses a descriptive qualitative approach with the aim of in-depth understanding of the phenomenon of discipline and competence of state civil servants (ASN) at the Education and Culture Office of Central Papua Province. This approach was chosen because it can provide a comprehensive picture of the actual conditions in the field through in-depth data collection related to the experiences, views, and perceptions of informants regarding personnel management issues. The study was conducted at the Education and Culture Office of Central Papua Province, as the center for human resource management in the regional education sector. This location was chosen because it plays a strategic role in regulating personnel policies, competency training, and ASN performance evaluation, making it highly relevant to the research objectives.

Research informants were selected purposively, considering their involvement, knowledge, and experience in personnel management. Six key informants were involved, including the Acting Secretary of the Service, the Head of Special Education and Community Academy, the Head of General Affairs and Personnel Sub-Division, the Head of Public Relations and Cooperation Sub-Division, the Head of Planning, Finance, and BMD Sub-Division, and the General and Personnel Executive Staff. The diverse backgrounds of the informants provided a more comprehensive perspective, from the strategic, managerial, to the technical-operational levels, resulting in rich and balanced information. Data collection was conducted through three main techniques: observation, semi-structured interviews, and documentation studies. Observations were used to understand the actual state of civil servant discipline, daily work practices, and the dynamics of relationships between superiors and subordinates. Semi-structured interviews were conducted to gather information on perceptions, obstacles, and existing and anticipated personnel management strategies. Meanwhile, documentation studies utilized supporting documents, such as absence reports, performance appraisals, training data, and internal department policies, which were used to complement and validate the findings from the observations and interviews.

The data obtained were analyzed using thematic analysis, which involved familiarizing the data with the data, coding it, grouping categories, and drawing out key themes. The first stage involved thoroughly reading and understanding the data from interviews, observations, and documentation. Next, a coding process was conducted to identify important patterns, which were then grouped into categories based on the research focus. From these categories, the researcher extracted key themes relevant to answering the research questions. This approach combines an inductive process based on field findings with a theoretical framework used to guide the analysis. Data validity was strengthened through method triangulation, combining interview results, observations, and documentation to enhance credibility and accountability. Furthermore, member checking was conducted by confirming the analysis results with informants to ensure the researcher's interpretations aligned with the information provided. This study also adhered to ethical principles, including providing information regarding the research objectives, maintaining data confidentiality, and ensuring informants' willingness to participate.

RESULTS AND DISCUSSION

A. Discipline and Competence Level of Civil Servants of the Education and Culture Office of Central Papua Province

The level of discipline and competence of civil servants at the Central Papua Province Education and Culture Office remains highly variable. Some civil servants demonstrate good performance and discipline in carrying out their duties, but many still face challenges in meeting established performance standards and regulations. Attendance rates and adherence to working hours show significant differences between civil servants with high work motivation and those who are less than optimal in carrying out their responsibilities. Civil servant discipline is a crucial aspect because it directly relates to the effectiveness of education service delivery. Disciplined civil servants tend to be more structured in carrying out their duties, completing work on time, and adhering to administrative procedures. However, this study found that weak supervision and a lack of continuous coaching contribute to the low level of discipline. Furthermore, the lack of implementation of reward and punishment mechanisms discourages civil servants from increasing compliance with applicable regulations.

In terms of competency, it was found that the majority of civil servants (ASN) possess the appropriate educational qualifications, but their mastery of technical skills, particularly those related to digital-based technology and applications, remains limited. The use of systems such as SIPD, e-Kinerja, and MyASN has not been optimal due to a lack of technical training and mentoring. This impacts the effectiveness of data reporting, administrative management, and the achievement of organizational performance targets. Furthermore, managerial competence and communication skills also pose challenges, especially for civil servants assigned to strategic positions. The results of this study align with Robbins & Judge's (2018) view that employee performance is influenced by three main factors: ability, motivation, and opportunity. Civil servants who possess technical skills but lack motivation and learning opportunities are less likely to achieve optimal performance. Therefore, competency improvement must be achieved through targeted development strategies, the provision of supporting facilities, and assignments based on individual potential and expertise. Improving civil servant discipline and competence requires an active role from personnel management in designing measurable self-development programs. Technology-based training programs, regular coaching, awards for high-achieving civil servants, and consistent supervision can be strategic steps. Furthermore, a local wisdom-based approach needs to be integrated into personnel management to raise civil servant awareness of work values, ethics, and social responsibility, thus creating a more professional and productive work culture.

B. Factors Inhibiting Discipline and Competence of Civil Servants at the Education and Culture Office of Central Papua Province

Several key factors contribute to the low level of discipline and competence of civil servants within the Central Papua Province Education and Culture Office. These factors are not isolated but interrelated and contribute to the decline in organizational performance effectiveness. First, the lack of consistent supervision and guidance is the dominant cause of the decline in civil servant discipline. Although regulations governing punctuality, attendance, and workload fulfillment are in place, their implementation is suboptimal. The lack of regular evaluations and firm follow-up on disciplinary violations leaves some civil servants feeling less motivated to comply with organizational standards. This aligns with Siagian's (2017) view, which asserts that the success of employee development is greatly influenced by consistent supervision and policy follow-up. Second, limited competency development programs are a major inhibiting factor. Available training and workshops have not reached all civil servants, both in terms of quantity and content. Some employees have struggled to adapt to new policies and applications such as SIPD, e-

Kinerja, and Dapodik due to a lack of technical assistance and training. However, according to Spencer & Spencer's (2018) competency theory, employee skills and knowledge will develop significantly through ongoing training and relevant practical experience. Third, low work motivation among some civil servants is also a constraint. Interviews revealed feelings of boredom and a lack of appreciation for work achievements. Several civil servants felt that reward and promotion policies were not transparent and proportional, thus reducing their enthusiasm for improving performance. This finding aligns with Herzberg's (1966) theory of motivation, which emphasizes the importance of rewards, opportunities for development, and job security in increasing employee productivity. Furthermore, uneven workload distribution contributes to declining performance. Some civil servants are overloaded, while others are under-worked, resulting in an imbalance in organizational productivity. This imbalance highlights the need for more planned, performance-based personnel management. In general, these inhibiting factors impact the effectiveness of the Education and Culture Office in implementing its strategic programs, including improving the quality of education services in Central Papua. Therefore, concrete steps are needed, such as strengthening the development system, empowering civil servants through targeted training, consistently implementing rewards and punishments, and optimizing technology-based performance management.

C. Personnel Management Strategies to Improve ASN Discipline and Competence

Efforts to improve civil servant discipline and competence require an integrated personnel management strategy encompassing policy, supervision, and development. The Central Papua Provincial Education and Culture Office recognizes that the quality of public services depends heavily on the professionalism of civil servants. Therefore, the strategy focuses on effective, efficient, and adaptive human resource management. One important step is strengthening regulations and organizational culture. Agency leaders strive to instill the values of integrity, accountability, and professionalism through the dissemination of the Civil Servant code of ethics and the implementation of a performance-based work culture. Organizational culture is built by emphasizing discipline, responsibility, and commitment to duty. In New Public Management (NPM) theory, the success of a public organization is determined by how well management transforms a traditional work culture into a performance- and service-based one.

Furthermore, performance coaching and monitoring are carried out in a structured and consistent manner. Technology-based assessment mechanisms such as e-Kinerja and digital attendance applications are optimized to monitor ASN productivity in real time. Each ASN is required to prepare an annual work plan, daily reports, and monthly performance achievements as a form of accountability. This evaluation assesses not only attendance but also the quality of work results and alignment with individual performance indicators (IKU). Another strategy is to improve the capacity and competence of civil servants through education and training. The agency regularly conducts technical guidance (Bimtek), workshops, and information technology-based training to improve employee skills in managing education data, utilizing applications such as SIPD, Dapodik, and MyASN, and understanding the latest regulations. This approach aligns with Becker's Human Capital Theory (1993), which emphasizes that improving employee skills and knowledge is a crucial investment for achieving optimal performance.

To strengthen work motivation, a clear and transparent reward and punishment policy is implemented. High-performing civil servants are rewarded with promotions, additional incentives, or opportunities to participate in advanced training, while employees who violate disciplinary rules are subject to sanctions in accordance with Government Regulation Number 94 of 2021 concerning Civil Servant Discipline. This approach is based on Herzberg's Two-Factor Theory, which states that rewards and fairness in organizational treatment are determining factors in employee satisfaction and motivation. In addition, employee needs mapping and more targeted career planning were conducted. The development of job maps and competency standards was intended to optimize the distribution of civil servants according to expertise, avoid disproportionate workloads, and prepare long-term career development paths. Civil servants were also encouraged to participate in ongoing professional development programs, including competency certification, to meet the ever-evolving challenges of education. The implementation of this strategy emphasizes the importance of transformative leadership. Agency leaders play a key role in motivating, setting an example, and ensuring effective communication between management and employees. This leadership style encourages the active participation of all civil servants in formulating solutions to discipline and competency issues, thereby fostering a sense of ownership in the organization's vision and mission. By implementing a structured, measurable, and sustainable personnel management strategy, it is hoped that there will be a significant improvement in the discipline and competence of civil servants. This will not only impact the quality of internal performance but also improve the quality of educational services to the public as a whole.

CONCLUSION

1. The level of civil servant discipline at the Central Papua Province Education and Culture Office is considered quite good, but still needs improvement due to some employees' lax adherence to work hours and task completion. Civil servant competencies also vary; some employees have mastered technology, administration, and educational data management, while others still require training to adapt to job demands and developments in digital systems.
2. Several factors hinder the improvement of civil servant discipline and competence, including a lack of guidance and dissemination of disciplinary rules, limited experience among new employees, and differences in technological and administrative management skills. Furthermore, a suboptimal internal oversight system and enforcement of rewards and punishments contribute to the low motivation of some civil servants to achieve optimal performance.
3. Appropriate strategies to improve civil servant discipline and competence include structured coaching, mentoring between experienced and new civil servants, technical training based on job needs, and optimizing digital attendance integrated with performance assessments. Implementing approaches based on local wisdom, such as family values, togetherness, and mutual cooperation, is also crucial for building motivation, strengthening work culture, and improving overall civil servant performance.

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