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ANALYSIS OF ASN BKPSDM JOB PERFORMANCE IN PLANNING AND DEVELOPING EDUCATORS AND EDUCATION PERSONNEL IN MUARO JAMBI REGENCY

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Abstract

This study aims to analyze the job performance of Civil Servants (ASN) at the Civil Service and Human Resource Development Agency (BKPSDM) of Muaro Jambi Regency in carrying out the functions of planning and developing human resources (HR) in education, particularly teachers and educational personnel. The study focuses on the effectiveness of teacher formation planning, the implementation of competency development, and the implementation of a merit system in education HR management. The research uses a descriptive qualitative approach through in-depth interviews, observation, and documentation studies. The results show that the performance of BKPSDM ASN has met education management standards in several aspects, especially in the administration of teacher requirement planning and the implementation of competency development programs. However, there are several limitations, such as gaps in the digital literacy of civil servants, suboptimal mapping of school performance-based training needs, and a lack of innovation in the implementation of educational human resource development. This study concludes that the job performance of ASN BKPSDM contributes significantly to the effectiveness of managing teaching and education personnel, but still requires systemic strengthening through data integration, competency improvement, and alignment of performance indicators with education quality standards.

Keywords: Job Performance, Education Management, BKPSDM, Educators

Abstrak

Penelitian ini bertujuan untuk menganalisis job performance Aparatur Sipil Negara (ASN) pada Badan Kepegawaian dan Pengembangan Sumber Daya Manusia

(BKPSDM) Kabupaten Muaro Jambi dalam melaksanakan fungsi perencanaan dan pengembangan sumber daya manusia (SDM) pendidikan, khususnya guru dan tenaga kependidikan. Kajian difokuskan pada efektivitas perencanaan formasi guru, pelaksanaan pengembangan kompetensi, serta implementasi sistem merit dalam pengelolaan SDM pendidikan. Penelitian menggunakan pendekatan kualitatif deskriptif melalui teknik wawancara mendalam, observasi, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa kinerja ASN BKPSDM telah memenuhi standar manajemen pendidikan dalam beberapa aspek, terutama administrasi perencanaan kebutuhan guru dan pelaksanaan program pengembangan kompetensi. Namun demikian, terdapat beberapa keterbatasan seperti kesenjangan literasi digital aparatur, kurang optimalnya pemetaan kebutuhan pelatihan berbasis kinerja sekolah, serta minimnya inovasi dalam implementasi pengembangan SDM pendidikan. Penelitian ini menyimpulkan bahwa job performance ASN BKPSDM memberikan kontribusi signifikan terhadap efektivitas pengelolaan tenaga pendidik dan kependidikan, namun masih memerlukan penguatan sistemik melalui integrasi data, peningkatan kompetensi, dan keselarasan indikator kinerja dengan standar mutu pendidikan.

A. INTRODUCTION.

The quality of education in rural areas is largely determined by the quality of human resource management in education, particularly teachers and educational staff. Such management includes planning for needs, equitable distribution, competency development, and systematic and continuous performance assessment. (Widyatmoko, 2025). The Muaro Jambi Regency Civil Service and Human Resource Development Agency (BKPSDM) plays a strategic role as the institution responsible for civil service management, including the management of teaching and education personnel (GTK) within the scope of the Education Office. The performance of BKPSDM officials in carrying out their duties of planning and developing educational human resources greatly influences the quality of regional education management, because the success of schools and educational units depends on the availability of competent, evenly distributed, and appropriate GTK.

Human resource management in education in Muaro Jambi Regency still faces various challenges, such as an imbalance in teacher distribution, suboptimal mapping of training needs based on education quality indicators, and low digital literacy among some of the officials handling human resource development in education. This situation requires the performance of BKPSDM civil servants to be not only administrative, but also adaptive, innovative, and in line with modern education management standards. (Adinegoro, 2023). This study focuses on analyzing the job performance of BKPSDM civil servants in carrying out their functions of planning teacher and educational personnel requirements and implementing GTK competency development programs. This analysis is important

to determine the extent to which BKPSDM civil servants are able to effectively support regional educational needs (Nursiani, 2020).

This study aims to answer various fundamental questions related to the performance of BKPSDM civil servants in education human resource management, such as their effectiveness in managing the formation of teaching and education personnel, their ability to develop and implement GTK competency development programs, and the supporting and inhibiting factors that affect their performance. In addition, this study also examines how the job performance of BKPSDM civil servants contributes to improving the quality of regional education governance. Thus, the objectives of this study are to describe the performance of civil servants in planning GTK requirements, analyze the implementation of competency development programs carried out by BKPSDM, identify obstacles and supporting factors in the process of managing educational human resources, and evaluate the contribution of BKPSDM civil servants' performance to strengthening regional education management.

To analyze this phenomenon, this study uses several relevant theoretical frameworks. First, Campbell's (1990) job performance theory is used as a basis for measuring the quality, quantity, timeliness, and initiative of employees in carrying out educational HR management tasks. Second, Bush's (2011) theory of Educational Human Resource Management and Mukhtar's (2015) concept of human resource development are used as references to assess the effectiveness of teacher requirement planning, training implementation, and GTK performance evaluation mechanisms carried out by BKPSDM. Third, the Merit System concept was applied to assess the extent to which GTK promotion, placement, and development were based on competence and performance, rather than seniority or other non-professional factors. Fourth, the National Education Standards (SNP), particularly in the Educators and Education Personnel component, served as a reference in assessing the suitability of the competency development program developed by BKPSDM with national education quality requirements (Titik Dwijayanti, 2024).

By combining these theories, this study seeks to provide a comprehensive overview of the performance quality of BKPSDM civil servants in supporting education human resource management and their contribution to improving education governance in Muaro Jambi Regency. This approach is intended so that the results of the study are not only descriptive, but also provide a strong conceptual basis for improving GTK development policies in the context of regional education management (Gail et al., 2023).

B. RESEARCH METHOD

This study uses a descriptive qualitative approach because it aims to describe in depth the job performance of BKPSDM civil servants in carrying out the functions of planning and developing teaching and education personnel in Muaro Jambi Regency. The qualitative approach was chosen to understand the

phenomenon of civil servant performance in a real context and to explore work experiences (Creswell, 2020), the process of task implementation, as well as factors that influence the effectiveness of educational HR management at the institutional level. The research was conducted at the BKPSDM of Muaro Jambi Regency for four months, involving a number of informants selected through purposive sampling, namely those who were considered to have knowledge, responsibility, and direct involvement in educational HR management. The informants included the Head of BKPSDM, the Head of Human Resource Development, the Head of Transfer and Promotion, several staff members who handled teacher formation planning and GTK staffing, as well as representatives from the Education Office as a source of data triangulation.

Research data was collected using three main techniques, namely in-depth interviews, observation, and documentation (Wekke, 2020). Semi-structured interviews were conducted to gather information related to the teacher requirement planning process, the implementation of GTK competency development programs, the use of digital personnel applications, and factors supporting and hindering ASN job performance. Observations were conducted to observe ASN work activities in real situations, including coordination meetings, formation data processing, use of e-performance applications, and implementation of education HR development SOPs. Documentation was used to obtain supporting data in the form of Job Analysis and Teacher Workload Analysis, formation documents, competency development activity archives, personnel SOPs, and ASN performance assessment records.

The collected data was analyzed using Miles and Huberman's interactive analysis model, which includes data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers sorted important information and grouped it into categories such as formation planning performance, competency development, merit systems, and inhibiting and supporting factors. The reduced data was then presented in the form of thematic narratives and matrices to facilitate the reading of patterns and relationships between components. After that, researchers drew conclusions based on the empirical evidence found during the study. To ensure data validity, this study used source triangulation, technique triangulation, member checks, and persistent observation. Triangulation was carried out by comparing data obtained from various informants and data collection techniques, while member checks were carried out by confirming the analysis results with informants to prevent distortion of meaning. All of these procedures were carried out systematically to obtain a comprehensive picture of the performance of BKPSDM ASNs in supporting education HR management in Muaro Jambi Regency.

C. RESULTS AND DISCUSSION

The results of the study show that the performance of the State Civil Apparatus (ASN) at the BKPSDM of Muaro Jambi Regency in the planning and development

of teaching and education personnel (GTK) has been carried out in accordance with the regulatory framework, but its implementation has not been fully optimized. In terms of formation planning, ASN BKPSDM has carried out the Job Analysis (ANJAB) and Workload Analysis (ABK) processes as the basis for determining teacher requirements, and this data is routinely integrated with information from the Education Office. Field findings show that the teacher formation planning process is still dominated by an administrative approach, namely meeting needs based on formation vacancies, rather than through an analysis of education quality and school performance indicators. This has resulted in the formation not being fully aligned with the need to improve the quality of learning in schools. Nevertheless, ASN BKPSDM demonstrates timeliness and accuracy in preparing files, reflecting the aspects of accuracy and quantity of work in Campbell's job performance theory. (Irani et al., 2014).

In terms of developing GTK competencies, BKPSDM has facilitated various forms of training, education, and workshops, although their implementation is still limited to general activities and has not been directed based on specific curriculum needs or teachers' pedagogical abilities. Information from interviews revealed that BKPSDM civil servants do not yet have a standard mechanism for mapping training needs based on school performance or education quality evaluation results, so competency development programs are often carried out based on requests or routine directives, rather than comprehensive analysis. This indicates a lack of initiative and innovation among civil servants in designing education human resource development programs. However, on the other hand, ASN demonstrated good capabilities in terms of training coordination and administration, including the preparation of participant lists, activity reporting, and monitoring of GTK certification, so that in terms of personnel administration, their performance was considered effective (Reza & Syahrani, 2021).

The implementation of a merit system in GTK management at BKPSDM has also not been fully developed as directed by the concept of modern educational HR management. (As'ad, 2020). Although the promotion and transfer process has been based on competency tests and performance records, informants stated that some teacher placement decisions are still influenced by short-term administrative needs. This has an impact on teacher distribution, with some schools reporting a surplus of teachers in certain subjects while other schools experience a shortage. This condition shows that the implementation of the merit system has not yet touched on strategic aspects, namely the placement of educators based on competence and school quality needs. When linked to Bush's theory of educational HR management, ASN BKPSDM has carried out the basic functions of HR management, but has not yet fully played its role as a policy director for improving educational quality. (Nasir et al., 2020).

Factors supporting the performance of BKPSDM civil servants were found in the existence of personnel SOPs, the use of the e-Kinerja and e-Formasi applications, and direct guidance from leaders who encouraged employee

discipline (Suwarto, 2020). Digital systems help employees complete tasks on time, thereby improving administrative accuracy and speed. However, there are obstacles in the form of limited digital literacy among some employees, high administrative burdens, and a lack of data integration between BKPSDM and the Education Office (Titik Dwijayanti, 2024). These obstacles cause employees to focus more on completing administrative tasks than on developing innovations in educational HR management (Djamaluddin Perawironegoro, 2017). This gap reinforces the findings of previous studies such as Hidayat (2021), which states that human resource readiness and digitization affect the effectiveness of civil service policy implementation in the regions. (Septiadi et al., 2020).

Overall, this study shows that the job performance of BKPSDM civil servants contributes positively to regional education governance in terms of teacher requirement planning and competency development implementation. However, this contribution is limited to the administrative and procedural levels and does not yet touch on the strategic role in directly improving education quality. This finding is in line with Nugroho's (2022) research, which states that the role of BKPSDM in developing civil servant talent is highly dependent on policy design and implementation capacity. Therefore, it is necessary to strengthen the capacity of civil servants in mapping GTK competency needs, improving digital literacy, and integrating cross-agency planning so that BKPSDM can carry out its strategic functions in accordance with modern educational HR management theory.

D. CONCLUSION

The results of this study indicate that the performance of Muaro Jambi Regency BKPSDM ASNs in planning and developing teaching and education personnel has been carried out in accordance with the civil service regulatory framework, but its implementation has not yet reached an optimal level, especially in supporting strategic improvements in education quality. In terms of teacher formation planning, BKPSDM civil servants have carried out Job Analysis and Workload Analysis as a basis for determining GTK requirements, but this process is still administratively oriented and is not yet fully based on school quality analysis or learning needs. Similarly, in terms of competency development, training and education for GTK are facilitated on a regular basis, but they have not been designed based on comprehensive competency needs mapping, so their contribution to improving the quality of education has not been maximized. The implementation of the merit system is also still limited to fulfilling formal procedures and has not been consistently applied to support the equitable distribution of teachers and the professionalism of educators.

Considering these findings, it can be concluded that the job performance of BKPSDM civil servants has made a positive contribution but is still administrative in nature, not yet touching on the strategic role in strengthening education HR management. Supporting factors such as the availability of SOPs, personnel

applications, and leadership support help improve the orderliness and accuracy of employee work, but obstacles such as limited digital literacy, heavy administrative burdens, and minimal integration of education data reduce the effectiveness of the apparatus in implementing education human resource development policies. Therefore, strengthening the capacity of civil servants, improving cross-sector coordination, and structuring a merit-based system based on educational quality needs must be prioritized so that BKPSDM can play a role not only as an administrator of personnel administration but also as a strategic institution that contributes directly to improving the quality of education in Muaro Jambi Regency.

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