Research Article

Analysis of Improving Instructor Competence in Supporting the Achievement of Organizational Goals in the Industrial Development Job Training Center

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Abstract.
This research aims to determine strategies for increasing instructor competency in supporting organizational tasks at The Center for Job Training and Industrial Development (PPKPI). This research uses a descriptive qualitative approach. Data were collected through interviews with the Functional Instructor and the Head of the Jakarta PPKPI Competency Test Implementation and Training Unit. The results review the competency aspects of three sub-aspects from Edison, Anwar, and Komariyah (2020), namely knowledge, skills and attitude. In general, the competency aspect for improving instructor competency is good, but there are obstacles in realizing instructor competency to be able to achieve PPKPI's tasks, namely carrying out job training in the fields of industry, commerce, and various vocational fields. To maximize the increase in instructor competency, it is recommended that the central government, especially the Ministry of Manpower of the Republic of Indonesia, routinely check instructor competency, especially in basic instructor training, and inspect practical training facilities to support the teaching and learning process.

Keywords: increased, competence, instructor

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1. INTRODUCTION

The development of increasingly complex and massive public problems in the VUCA era, which stands for (Volatility, Uncertainty, Complexity, and Ambiguity). This term describes the condition of the world which is full of rapid change (volatility), uncertainty (uncertainty), complexity (complexity), and ambiguity (ambiguity). Every public organization is encouraged to be able to face every challenge by quickly adapting to all changes and uncertainties and turning them into various opportunities. In the VUCA era, every public organization is required to have strong capabilities to face every challenge. These challenges are not only internal, but also external, covering

various aspects such as political, economic, social, technological, environmental, and legal changes. Therefore, public organizations must be able to adapt quickly to all changes and uncertainties and be able to turn them into various opportunities that can be utilized. In facing the VUCA era, human resource development is very important as a bridge to prepare human resources to face every challenge in the VUCA era. This is because human resources have an important role as the main driver in determining the sustainability of the organization.

Every organization, whether large or small, considers humans as one of the most important resources. Human resources in this case employees have a crucial role in determining the success of an organization. Because the quality of individuals working in an organization will greatly affect the results achieved by the organization. Therefore, organizations must ensure that they have high-quality employees who are able to contribute optimally in achieving organizational goals. However, it should also be remembered that the success of an organization is not only determined by individual abilities, but also by cooperation and synergy between employees in it. Therefore, human resource development is very important to be carried out in an organization or company. This aims to ensure that the organization can carry out its activities more effectively and efficiently in order to achieve the goals that have been set.

Quality human resources are a key factor and an important aspect in the success of an organization by ensuring that all employees have good competence and are in accordance with the demands of the work in their fields, by having competent employees, the organization will have a competitive advantage and can achieve its goals better. Study at the Tangkerang Utara Village Office, Bukit Raya District, Pekanbaru City, which found the fact that competence has a major influence in increasing employee knowledge and technical expertise in carrying out their duties and thinking critically in solving problems that occur [20]. This is also supported by Alfikar [2] that employee competence that has met competency standards can achieve strategic plans. Meanwhile, Aprilia [4] revealed in a study conducted at the Riau Province Civil Service Police Unit that competence has an influence on the quality of employee performance, as evidenced by the gap in employee performance between those who have competence and those who do not have competence.

Therefore, human resource development that focuses on improving competency is very much needed because competency-based human resource development can improve the quality of employee performance and create a positive and productive work environment in order to achieve organizational goals by involving all employees

in their work environment so that employees can contribute directly according to their competencies. Competence can be interpreted as a set of abilities possessed by an employee, including knowledge, skills, and attitudes needed to carry out tasks with professionalism. If these abilities are not met, employees have a gap between their competencies and the actual demands of the job.

Competency development is an effective solution to improve employee work qualifications. There are various methods of competency development that can be done, such as education and training. Through education, employees can expand their knowledge in fields that are in accordance with their work. Meanwhile, through training, employees can hone the skills needed to carry out their duties better. However, in developing competencies, it is important to pay attention to individual and organizational needs. Because each employee has different uniqueness and needs. Therefore, competency development programs must be adjusted to the needs of each employee. In addition, periodic evaluations need to be carried out to see the development of employees after participating in competency development programs.

By carrying out appropriate competency development, organizations can improve the quality of their human resources. Then employees will have better skills, knowledge, and attitudes in carrying out their duties, so that they can make a greater contribution to achieving organizational goals. Therefore, collaboration is needed from all elements of government to provide a solution-oriented contribution to competency development. Because the active role of all elements of government is very important to provide a solution-oriented contribution to competency development. They must be able to work together in formulating policies and in their implementation, to create effective and efficient solutions to various problems faced. Law No. 20 of 2023 has provided a paradigm shift in the development of civil servant competencies. If previously, competency development was considered the right of every employee, now there is a shift where competency development has become an obligation that must be fulfilled by all civil servants (PNS) and government employees with work agreements (PPPK) (Web). Precisely in Law Number 20 of 2023 Article 49 concerning competency development in paragraph one which states that every ASN employee is required to carry out competency development through continuous learning so that it remains in accordance with the demands of the organization.

Likewise, not only ASN employees carry out competency development but civil society also develops its competency through government agencies engaged in training competing to develop human resource competency. The Center for Job Training and

Industrial Development (PPKPI) is a Technical Implementation Unit (UPT) of the Manpower, Transmigration and Energy Service of the DKI Jakarta Provincial Government which has a legal basis in the Regulation of the Governor of DKI Jakarta Province Number 147 of 2019 concerning the Organization and Work Procedures of the Manpower, Transmigration and Energy Service. PPKPI as a government unit, plays an active role in this effort.

PPKPI specializes in organizing industrial workforce job training programs for the community. In accordance with the Regulation of the Governor of the Special Capital Region of Jakarta Province Number 340 of 2016 concerning "Establishment of the Organization and Work Procedures of the Industrial Development Job Training Center" in article 4 paragraph 1 which states that PPKPI has the task of carrying out job training in the fields of industry, trade, and various vocations. With this unit, the community has the opportunity to improve their skills, so that their job opportunities are also greater. The programs offered by PPKPI cover a wide range of vocational fields. This provides ample opportunity for participants to choose and hone their skills in the fields of interest. The training program at PPKPI is not an ordinary training, but rather a competency-based training. This means that the main objective of each training held is to prepare participants to be able to compete in the business world and the industrial world. The competency-based job training programs available at PPKPI consist of; office administration, computer accounting, English, Korean, intermediate graphic designer, industrial electronics, communication electronics, construction drawings (CAD), mechanical drawings, intermediate computer network technician, electric welding, industrial electricity, lighting installation electricity, multimedia, automotive light vehicles, automotive bicycles computers, programming, fashion, mechanical technology (CNC), mechanical technology (lathe), residential air conditioning technician level 3, central air conditioning technician and chiller level 4, barista, pastry, bakery, makeup artist and digital marketing. PPKPI in running the training program involves ASN instructors in implementing the training program. The following is data on the number of instructors according to the instructor's education level.

The first phenomenon can be seen in the table above which illustrates that the number of ASN instructors at PPKPI is 15 people. The level of education for Postgraduate S2 is 6 people. However, instructors at PPKPI are dominated by S1 or D4 education, totaling 9 people. So it is important for ASN instructors with S1 or D4 education to improve their competence in carrying out their duties and functions as instructors. Because the delivery of competency-based training materials by instructors is not only about the

TABLE 1: Number of ASN Instructors in PPKPI According to Formal Education Level 2024.

No.	Pendidikan	Jumlah (Orang)
1.	Diploma 3	-
2.	S1/D4	9
3.	Pasca Sarjana S2	6
4.	Program Doktor S3	-
	Total	15

Source: PPKPI Employee Data, 2024

transmission of knowledge, but also about the formation of deep understanding and understanding of how to apply that knowledge in real contexts.

TABLE 2: ASN Instructor Group at PPKPI in 2024.

No.	Golongan	Jumlah (Orang)
1.	Golongan I	-
2.	Golongan II	-
3.	Golongan III	10
4.	Golongan IV	5
	Total	15

Source: PPKPI Employee Data, 2024

The second phenomenon in the table of ASN instructor groups in PPKPI in 2024 can be described that the ASN instructor group in PPKPI consists of Group III with 10 ASN instructors and Group IV with five ASN instructors. Even competency improvement must also be obtained, especially for instructors in group III. Because instructors are not only someone who provides knowledge, but they also function as someone who guides, directs, and motivates training participants to achieve their goals. In addition, instructors also act as facilitators, helping training participants understand how the knowledge and skills they gain can be applied in various situations. They try to make training materials relevant to the needs and goals of the participants, so that participants feel that the material is really useful for them.

The instructor performance target plan in the field of commerce contains several assessment aspects that are the targets for instructor performance. Among these aspects are knowledge/understanding of the topic, ability to deliver material, ability to understand participant problems, and instructor appearance. The target to be achieved is a score of 100%. The target is compiled based on employee work behavior presented in the Employee Performance Target (SKP) document which, when observed, is relevant

to the instructor's performance target plan. This is how the SKP work behavior table is presented.

Another phenomenon is in the results of respondents' assessments of the performance of business instructors who obtained results below the 100% target. The results of the assessment did not reach the target of the instructor's performance plan. This is supported by the results of employee performance achievements in the SKP where the instructor received a good predicate, the acquisition of this predicate has shown the quality of the instructor's good performance but has not yet reached a very good predicate. Failure to achieve targets in a training event is a problem that cannot be ignored. If it is not fixed, it will cause undesirable things, therefore the training organizer must immediately follow up to fix things that have not yet reached the target. Considering that instructors have a very strategic role for training, if instructors have obstacles in the teaching and learning process, then what about the conditions of the students they will educate later and how to achieve all training targets, especially the achievement of PPKPI tasks, namely carrying out work training in the industrial sector, the field of business, and various vocational fields. So it is necessary to improve instructor competence so as not to hinder the teaching and learning process and the achievement of PPKPI tasks. Departing from the background of the problems above, especially in the phenomena above. That is the phenomenon of educational background dominated by S1 or D4 education so that it is important for ASN instructors who are educated S1 or D4 to improve their competence in carrying out their duties and functions as instructors. Because the delivery of competency-based training materials by instructors is not only about the transmission of knowledge, but also about the formation of deep understanding and understanding of how to apply that knowledge in real contexts. Then the phenomenon of groups, an even increase in competence must also be obtained, especially for instructors in group III.

Because instructors are not only someone who provides knowledge, but they also function as someone who guides, directs, and motivates trainees to achieve their goals. In addition, instructors also act as facilitators, helping trainees understand how the knowledge and skills they gain can be applied in various situations. They try to make training materials relevant to the needs and goals of the participants, so that participants feel that the materials are truly useful for them.

Then the last phenomenon is that there are results of respondents' assessments of the performance of business instructors who obtained results below the target of 100%. The results of the assessment did not reach the target of the instructor's performance

plan. This is supported by the results of employee performance achievements in the SKP where the instructor received a good predicate, obtaining this predicate has shown the quality of the instructor's performance which is good but has not yet reached the predicate of very good. Failure to achieve targets in a training event is a problem that cannot be ignored. If it is not fixed, it will cause undesirable things, therefore the training organizer must immediately follow up to fix things that have not yet reached the target.

From these phenomena, instructors need to improve their competence. Based on the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform (PERMENPAN RB) Number 47 of 2021 concerning the functional instructor job competency standards, instructors in carrying out their job duties must meet the Competency Standards. The competency standards as referred to are a reference for developing instructor competencies [13]. The job competencies as referred to consist of technical, managerial and socio-cultural job competencies. Among them, technical competencies consist of competencies in preparing training plans, making training devices, managing training, implementing training evaluations, and developing work training programs. Managerial competencies consist of competencies in integrity, cooperation, communication, results orientation, public service, developing individual quality, managing change and decision making. Socio-cultural competencies consist of competencies that unite the nation. Improving instructor competency is carried out to support organizational tasks at PPKPI, namely carrying out job training in the industrial sector, the business sector, and various other vocational fields. Considering that there is a phenomenon found using job training evaluation reports only in the business sector, the author strengthens the assessment of instructors in other fields by observing the performance achievements of instructors in the SKP. So the author is interested in discussing the Strategy for Improving Instructor Competence in Supporting Organizational Tasks at the Jakarta Industrial Development Job Training Center.

2. THEORETICAL STUDY

2.1. Policy Review

2.1.1. Law Number 20 of 2023 concerning State Civil Apparatus (ASN)

Based on Law Number 20 of 2023 concerning ASN, the policies contained in the law are closely related to the implementation of ASN, both PNS and Government Employees with Work Agreements (PPPK). This policy regulates the development of

ASN competencies. This is stated in article 49 which states that every ASN employee is required to develop competencies through continuous learning in order to remain relevant to the demands of the organization. This article emphasizes the importance of competency development in order to adapt to continuous changes in accordance with job demands.

2.1.2. Regulation of the State Administration Agency (LAN) Number 10 of 2018 concerning the Development of Civil Servant Competencies

Based on PERLAN Number 10 of 2018 [11] concerning the development of civil servant competencies, the policies contained in the regulation relate to the implementation of ASN competency development. This is stated in article 4 which states that every civil servant has the same rights and opportunities to participate in Competency Development by considering the results of the performance assessment and the assessment of the relevant civil servant competency. The rights and opportunities to participate in Competency Development as referred to are carried out for at least 20 (twenty) JP in 1 (one) year.

2.1.3. Regulation of the Minister of Administrative and Bureaucratic Reform (PERMENPAN RB) Number 82 of 2020 concerning the Functional Position of Instructor

Based on PERMENPAN RB Number 82 of 2020 concerning the Functional Position of Instructor, the Functional Position of Instructor is a career position of Civil Servants (PNS) which has a scope of duties, responsibilities, authority, and rights to carry out activities related to the implementation and development of training. The position of instructor has a level of functional technical implementer position with a category of skills and expertise in the government in the field of training as stipulated in the job map in accordance with the provisions of laws and regulations. In terms of its division, the functional position of instructor in the skill category consists of skilled instructor, advanced instructor and supervisor instructor. Meanwhile, the functional position of instructor in the expertise category consists of first expert instructor, young expert instructor, middle expert instructor, and main expert instructor. The Functional Position of Instructor has elements of activities that can be assessed for Credit Points consisting of the implementation of training and development of work training. Sub-elements of these activity elements consist of; preparation of training plans, creation of training

devices, teaching and training, training and productivity services, implementation of evaluations, development of training programs, and development of training systems.

2.1.4. Regulation of the Minister of Administrative and Bureaucratic Reform (PERMENPAN RB) Number 47 of 2021 concerning the Competency Standards for Functional Instructor Positions

Based on PERMENPAN RB Number 47 of 2021 [13] concerning the Functional Position of Instructor, in carrying out the duties of the functional position of instructor, it is necessary to pay attention to competency standards. Where the competency standards are a reference for the development of instructor competencies. The competency standards contain information related to job identity (including; job name, job description, and job code). Then it contains job competencies (including; technical, managerial, and socio-cultural competencies with reference to the ASN job competency dictionary). Further-more, it contains job requirements (including; rank, qualifications, education, type of training, job performance measures, and work experience). For technical competencies consisting of; preparation of work training plans, creation of work training equipment, management of work training activities, implementation of work training evaluations, and development of work training programs and systems. For managerial competencies consisting of; integrity, cooperation; communication; orientation towards results; public service; development of self and others, managing change, and decision making. For socio-cultural competencies consisting of the unifier of the nation.

2.2. Theory Review

2.2.1. The Concept of Competency Theory

According to Rahardi [24] Competence is the concept of applying knowledge, skills and behavior of an individual employee in carrying out their activities in the workplace, especially activities related to their work to achieve work results that are relevant to the organization's business strategy. This is in accordance with what was expressed by Muhtadin [20] that competence is the application of special expertise standards in carrying out work that is oriented towards the expertise, skills and behavior of individuals in an organization. In addition, competence can also be understood as a collective learning activity that can provide a sustainable positive impact on the organization. As according to Sari [25] competence can have a significant positive impact on employee

performance. This is in accordance with the concept of understanding the theory according to Rahardi [22] with the competence in working that a person has, they can achieve superior organizational performance by completing their tasks according to their fields. Based on the theoretical concept expressed by several experts, it can be seen that competence is a form of activity in applying knowledge, skills and work attitudes carried out by individual employees in carrying out work activities related to their work in order to achieve positive targets for organizational performance.

2.2.2. Factors that influence competence

Based on research obtained by Wahyuni [29], there are several factors that contribute to determining the level of competence of individuals. These factors cover various different aspects of each individual's life and experience. Here is a more complete explanation of these factors:

1) Beliefs and values: The beliefs and values that an individual holds have major implications for their behavior and actions. For example, if an employee believes that management is the enemy who discourages them from taking initiative, this can have a negative impact on their motivation and productivity. Values can also influence how an individual responds and adapts to the situations and challenges they face.

2) Skills: Skills are another important aspect of competence. Skills, such as public speaking, are learned and improved over time and with consistent practice. These skills can also influence how effectively an individual is able to communicate and interact in a variety of situations.

3) Experience: Experience is an important foundation for many competencies. Experience in organizing people, communicating in front of groups, solving problems, and a variety of other tasks and activities, can help individuals develop and strengthen their competencies.

4) Personality characteristics: Personality characteristics can influence how a manager or employee demonstrates their competencies. For example, the ability to resolve conflict, show concern for others, work in teams, exert influence, and build relationships can all be influenced by an individual's personality characteristics.

5) Motivation: Motivation is an important factor that can influence competence. By providing encouragement, appreciation, recognition, and individual attention from

superiors, a person's motivation can be increased, which in turn can improve their competence.

6) Emotional issues: Emotional issues or emotional barriers can limit the mastery and development of competence. Fear of making mistakes, embarrassment, feeling disliked, or feeling like you don't belong to a group can all affect a person's motivation and initiative.

7) Intellectual abilities: Intellectual or cognitive abilities, such as conceptual and analytical thinking, also play a role in determining competence. However, not all aspects of these intellectual abilities can be improved through interventions made by the organization.

8) Organizational culture: Organizational culture also plays an important role in influencing human resource competence. In the context of employee recruitment and selection, as well as decision-making practices, organizational culture can have a significant impact on the competence expected and obtained from employees.

2.2.3. Competency Dimensions

Edison, Anwar and Komariyah [7] stated that the competency dimension is based on behavior that refers to applicable laws and regulations, namely:

1) Knowledge is knowledge obtained from formal learning and/or from training or courses related to the field of work being handled. According to Meylasari [18], knowledge is all kinds of things that are known and learned from the surrounding environment. However, according to Brcic and Mihelic [7], knowledge is something important in an organization to support other aspects or resources in the company. This is in accordance with what was expressed by Lestari and Widiartanto that knowledge is essentially a relationship that exists from values, contextual information that functions to find a new concept of thought in combining and evaluating a previously existing concept of thought. Based on several expert opinions, it can be seen that knowledge is a relationship between values and contextual information obtained from the formal learning process or training and courses held in the surrounding environment to find a new concept of thought in supporting the sustainability of other resources in the organization.

2) Skill is expertise in the field of work being handled and being able to handle it in detail. However, in addition to being an expert, he must have the ability to solve problems and complete them quickly and efficiently. Meanwhile, according to Etik [8], skills are a

representation of abilities that have been developed through training and experience from each individual in carrying out their work activities. As according to Untari [28], skills can be interpreted as a form of reliability from each individual in carrying out their work with the experience they have. Based on several expert opinions, it can be concluded that skills are a representation of the abilities possessed by each individual in increasing reliability in their work process so that work can be completed quickly and efficiently.

3) Attitude is something that upholds organizational ethics and has a positive attitude (friendly and polite) in acting. This attitude cannot be separated from a person's duties and carrying out work properly, this is an important element for a business or service, and even has an influence on the image of the company or organization. This is in accordance with what was expressed by Sari [26], that the challenge of attitude can be interpreted as a person's attitude in feeling something. Therefore, according to etik [8], in an organizational process, attitudes will greatly influence the behavior of each individual in acting in the work process. Based on several expert opinions regarding attitudes, it can be seen that attitudes are a form of personality value in each individual that will greatly influence the behavior of each individual in acting in the work process. This is still in accordance with the statement expressed by Suryanto, et al. (2021) that in general, the competence of state civil servants is a reflection of individual performance behavior that can be observed, measured and evaluated based on skills, personal attributes and knowledge. Meanwhile, according to Rianto, et al. [22] in the industrial world of work, competencies are grouped based on 3 abilities consisting of main understanding competencies, intellectual, and personal nature understanding competencies. Based on several expert opinions, it can be seen that basically the theoretical concept in understanding the dimensions of competency has many models of assessment and measurement aspects such as knowledge, skills and attitudes that can be used to assess the quality of competency.

2.2.4. Duties of the Industrial Development Job Training Center

According to Janice [15] a task is an activity that must be carried out routinely and optimally by all individuals in an organization or employees in a government agency according to their competencies to complete a work program according to the plan in the process of achieving the goals or vision and mission of a government organization. In reality, the tasks of the job training and industrial development center are as follows:

"Based on the Regulation of the Governor (PERGUB) of DKI Jakarta Province No. 340 of 2016, PPKPI has the task of implementing job training in the industrial, trade, and various vocational fields." Based on expert opinions and applicable regulations related to PPKPI's duties, it can be seen that the implementation of the work program must be oriented towards the plan contained in PERGUB DKI Jakarta Province number 340 of 2016 and must be implemented and supported by good competence from each employee in PPKPI to be able to complete their tasks optimally.

Source: According to Edison, Anwar and Komariyah (2020)

Figure 1:

The framework of thinking used by the author is the aspect of Edison, Anwar and Komariyah's [7] competence regarding the PPKPI task according to Governor Regulation Number 340 of 2016 concerning the Establishment, Organization and Work Procedures of the Industrial Development Job Training Center. competence according to Edison, Anwar and Komariyah [7]. By using this framework of thinking, it is hoped that it will make it easier for researchers to analyze instructor competency strategies in supporting organizational tasks by looking at indicators according to the theory of Edison, Anwar and Komariyah [7]. The framework of thinking presents three sub-aspects of the competency aspect and three sub-aspects of the PPKPI task aspect as a model in this study. Among the competency aspects, there are sub-aspects of knowledge, skills, and attitude. Then in the PPKPI task aspect, it is identified using the sub-aspects of carrying out work training in the industrial sector, carrying out work training in the field of trade, and carrying out work training in various vocational fields.

3. METHODS

In order to find out the competency of the Functional Instructor Position in achieving the organization in PPKPI, the research method used is qualitative with a descriptive approach. This qualitative research is a research method by describing the phenomena that exist in the research object, where this research was conducted directly at PPKPI Jakarta. The aim is to obtain clear, precise and detailed information according to the problems and facts found during the research, researchers conducted field practices to obtain comprehensive information or data based on the informant's experience to get an idea of the urgency of the Functional Instructor Position competency in achieving PPKPI tasks.

Yakin (2023) states that data collection techniques are methods used in collecting data, including identifying data sources and determining the right tools for the collection process. This technique is very important in determining the quality and accuracy of the data obtained. Data sources can come from direct sources or what is known as primary data. Primary data is data obtained directly from the first party or research subject.

4. RESULTS AND DISCUSSION

4.1. Discussion

Based on the results of the interview in the discussion and based on the formulation of the problem, namely how is the strategy for improving instructor competence in supporting organizational tasks at PPKPI? In an effort to achieve organizational goals at PPKPI, several strategies were found to improve instructor competence. Among others are upgrading training, browsing, technical guidance, vocational associations, training through SIMDIKLAT, device dissection, knowledge and skill updates, methodology training, being positive with politeness and courtesy, being active, and taking initiative. The following is an explanation of several strategies for improving instructor competence based on the results of the interview.

1. The first strategy is to conduct upgrading training. The upgrading training referred to from the interview results is education and training to improve employee competency. Upgrading training is carried out based on each field or department. To be able to carry out upgrading training, instructors must first have completed basic education or methodology training. So instructors who have not participated

in basic education cannot participate in upgrading training, so instructors who have not participated in basic education but want to improve their competency can attend non-government seminars or training by attending training or seminars whose information is obtained from the Indonesian Instructor Association.

2. The second strategy is Browsing, which is searching for information, accessing various existing sites and platforms, and exploring the vastness of the internet world with various content and sources that can be found in it according to the field or department being targeted.

3. The third improvement strategy is technical guidance, technical guidance is technical guidance that is carried out to help solve problems related to the field or department in which they are studying.

4. The fourth strategy is to join a vocational association, a vocational association is an association of people from the same field or major where the association provides important information about the field or major. One of them is to provide information that there are seminars or training held by non-government.

5. The fifth strategy is to join training through SIMDIKLAT, SIMDIKLAT is a training information system for civil servant education and training created by BPSDM DKI Jakarta. a system specifically designed to facilitate and assist in the management of civil servant competency development within the DKI Jakarta Provincial Government. SIMDIKLAT covers various important aspects in competency development, from the initial planning stage, implementation of development programs, to supervision and monitoring of the process. In addition, SIMDIKLAT also functions to evaluate the implementation of competency development, allowing for continuous improvement and enhancement in the system. Thus, SIMDIKLAT plays an important role in ensuring that ASN in DKI Jakarta have the competencies needed to carry out their duties and responsibilities effectively and efficiently.

6. The sixth strategy is with device surgery, device surgery is a practical device that is dissected or opened to diagnose, repair, or replace components in a device.

7. The seventh strategy is to update knowledge and skills by looking for the latest relevant information regarding the field or major being studied.

8. The eighth strategy is with methodology training, methodology training is education and training on how to teach, where if prospective instructors have never received provisions for teaching from campus in the form of proof of a certificate,

then methodology training must be taken, because an instructor has knowledge and information if they cannot understand how to convey it properly and correctly, then the knowledge and information can be less captured or understood by the training participants. However, for an instructor who has carried out methodology training, they can take methodology training again to increase their level. Methodology training consists of level three then level four then level five and level six.

9. The ninth strategy is to be positive, polite and courteous. The instructor is polite and courteous and the instructor teaches students to be polite and courteous where politeness and courtesy are important to apply so that instructors are not satisfied with the knowledge they have and respect each other.

10. The final strategy is to be active and take initiative, an instructor who is active and takes initiative without being ordered by superiors to find out information about the industry or field in which they are working.

From the strategy is a strategy to improve knowledge, skills and attitudes. Because in learning activities, the strategy is inseparable from the provision of knowledge, skills and attitudes. Based on the results of the interview using additional questions, a new problem was found experienced by several instructors, namely that there were two instructors who became instructors without previously attending basic education (dikdas). Due to various reasons, they were appointed first before attending dikdas. As a result, instructors cannot take part in technical training to upgrading organized by the government. So they must first attend dikdas to take part in technical training. After studying SINTALA (Instructor and Training Personnel Information System) owned by the Directorate of Instructor and Training Personnel Development, abbreviated as the Directorate of Bina Intala, it is a Work Unit under the Directorate General of Vocational Training and Productivity, Ministry of Manpower. There is a schedule for upgrading dikdas or level III methodology training for government instructors which will be held on June 24, 2024 to July 06, 2024. The importance of implementing dikdas is stated in PERMENPAN RB No. 47 of 2021 concerning the competency standards for functional instructor positions, states that the requirements for functional training positions are that basic instructor training is absolutely necessary. The same is true for basic CPNS training which is absolutely necessary. So instructors who have not yet carried out basic education can monitor the next schedule and then immediately register to take part in basic education through SINTALA.

5. CONCLUSION

5.1. Conclusion

Based on the results of the study on the strategy for improving instructor competence in supporting the achievement of organizational tasks in PPKPI, the following conclusions can be drawn:

1. The strategy for improving instructor knowledge competence in the industrial sector is through upgrading training and active browsing. Then in the field of commerce by means of upgrading training, technical guidance, participating in vocational associations, and carrying out training through SIMDIKLAT. In the field of various vocations, it is through upgrading training and technical guidance.

2. The strategy for improving instructor skills competence in the industrial sector is through upgrading training and device dissection. In the field of commerce, it is through upgrading training and implementing education and training based on commerce expertise. In the field of various vocations, it is through upgrading training.

3. The strategy for improving instructor attitude competence in the industrial sector is through upgrading training, updating knowledge and skills, methodology training. In the field of commerce, it is through upgrading training, discipline, being positive, polite and courteous, active, and taking initiative. In various vocational fields, by means of upgrading training and mutual respect for students with polite and courteous attitudes.

5.2. Suggestion

Based on the conclusions above, there are several things that the author suggests, hopefully the suggestions that the author conveys can be useful and can be used as evaluation material for all of us without exception:

1. Based on the conclusion on knowledge competency, it can be seen that the strategy for improving PPKPI knowledge competency includes upgrading training activities, technical guidance, participating in vocational associations, and implementing training through SIMDIKLAT. Therefore, in this study the author provides recommendations that are oriented towards PERLAN No. 10 of 2018 concerning the development of civil servant competencies by focusing on improving instructor knowledge in a sustainable manner which can be realized with a non-classical e-learning training program implemented through webinar activities. Free webinars can be found on the Instagram application with

the keyword webinar_nasional, the account provides many webinars that instructors can choose based on the knowledge needs they want to improve. The webinars that have been realized on the account are the electrical safety management system at Academy Capital Energy and the implementation of GCG in the financial services sector in supporting sustainable economic growth at Goodmoneyid. In addition, you can take part in webinars or non-classical training carried out on the SKILLHUB platform owned by the Ministry of Manpower.

2. Based on the conclusion on the skills competency, it can be seen that the strategy to improve the PPKPI skills competency includes upgrading training activities and device dissection. Therefore, in this study, the author provides recommendations and suggestions oriented to PERLAN No. 10 of 2018 concerning the development of civil servant competencies by focusing on improving instructor skills in a sustainable manner that can be realized with classical training programs implemented through functional training activities related to upgrading training and technical guidance. At the Ministry of Manpower through SINTALA (Instructor and Training Personnel Information System). There are several upgrading trainings and technical guidance that have been implemented, namely technical guidance on creating information media content and upgrading methodology.

3. Based on the conclusion on the attitude competency, it can be seen that the strategy to improve the PPKPI attitude competency includes upgrading training activities, updating knowledge and skills, methodology training, discipline, being positive, polite and courteous, active, and initiative. Therefore, in this study, the author provides recommendations and suggestions oriented to PERLAN No. 10 of 2018 concerning the development of civil servant competencies by focusing on improving instructor attitudes in a sustainable manner that can be realized with classical training programs implemented through the Upgrading of Instructor Training Methodology activities at the Ministry of Manpower through SINTALA. Then non-classical training is implemented by participating in Coaching and mentoring training at the Competency Development Center for ASN LAN RI TSK.

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