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Professional Development of Functional Positions of Education Personnel at State University of Surabaya Towards a Legal Entity State University (PTNBH)

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Abstract

Pengembangan profesi jabatan fungsional tenaga kependidikan Universitas Negeri Surabaya menuju Perguruan Tinggi Negeri Berbadan Hukum (PTNBH) menjadi kajian penting mengingat outputnya adalah SDM Unesa sesuai dengan Amanah Statuta dan SOTK Unesa sebagai PTNBH. Kajian ini bertujuan untuk melakukan analisis kebutuhan dan pengembangan profesi jabatan fungsional tenaga kependidikan sesuai dengan SOTK UNESA PTNBH. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Teknik pengumpulan data melalui kuisioner, FGD, dan workshop. Data dianalisis menggunakan teknik statistik dengan program SPSS, analisis kualitatif, dan analisis pola untuk merumuskan kesimpulan-kesimpulan dan merumuskan rekomendasi. Hasil kajian ini menunjukkan; (1) perlu peningkatan pemahaman tentang Permenpan RB yang mengatur jabatan fungsional tersebut; (2) sebagian besar membutuhkan diklat penyusunan proposal penelitian, penulisan karya ilmiah hingga penerjemahan dan penyaduran buku, agar dapat memenuhi komponen kredit pengembangan profesi dengan baik; (3) sebagian besar belum memiliki kesempatan untuk mengikuti penelitian dari lembaga. Besar harapan bagi mereka, lembaga memiliki kebijakan dalam pengelolaan penelitian; (4) sebagian diantara mereka memiliki penugasan yang tidak sesuai dengan jabatan fungsional yang dimiliki, sehingga hal ini memberikan kesulitan bagi mereka untuk memenuhi angka kredit pengembangan profesi

Kata Kunci: Analisis Pemetaan jabatan, Pengembangan Profesi Jafung, Tenaga Kependidikan, Universitas Negeri Surabaya

Abstract

Professional development of functional positions of education staff at the State University of Surabaya to State Universities with Legal Entities (PTNBH) are important studies considering that the output is Unesa's HR in accordance with the mandate of the Statute and UNESA's SOTK as PTNBH. Meanwhile, the objective of this research is to analyze the needs and professional development of the functional positions of educational staff needed in accordance with SOTK UNESA PTNBH. This study uses a quantitative approach with a descriptive method. Data collection techniques are through questionnaires, FGDs, and workshops. The data were analyzed using statistical techniques with the SPSS program, qualitative analysis, and pattern analysis to formulate conclusions and formulate recommendations. The results of this study show; (1) it is necessary to increase the understanding of the Permenpan RB which regulates the functional positions; (2) most of them require training in the preparation of research proposals, writing scientific papers for translation and adaptation of books, in order to fulfill the components of professional development credit properly; (3) most have not had the opportunity to participate in research from the institution. There is great hope for them, the institution has a policy in research management; (4) some of them have assignments that are not in accordance with their functional positions, so this makes it difficult for them to fulfill professional development credit scores.

Keywords: Job Mapping Analysis, Jafung Professional Development, Education Personnel, Surabaya State University

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INTRODUCTION

The era of globalization has shifted the paradigm of Higher Education (PT) from development towards science and technology dissemination, which is carried out through *teaching, research, community service* that contributes to the values of freedom and academic excellence towards higher education that contributes to development. Community's economic and social life (*agent of economical and social development*) based on the values demanded by stakeholders and the constitution. This development is in line with the post-2020 global and Indonesia development agenda, from the *Millennium Development Goals* (MDGs) to the *Sustainable Development Goals* (SDGs).

This paradigm shift requires universities to change the pattern of implementation that refers to internal variables (curriculum, budget, HR, and facilities) to a new pattern that takes into account external variables (alumni, government, industry, donors, accreditors, etc.) which are dynamic and increasingly great influence. This new pattern gave birth to higher education institutions that rely on *strategic-policy decision making*, quality standardization, accreditation, accountability, efficiency and management centralization. This situation is made possible through greater autonomy at PT.

In order to prepare students to face social, cultural, world of work changes and rapid technological advances, student competencies must be prepared to be more relevant to the needs of the times. *Link and match* not only with the world of industry and the world of work but also with the rapidly changing future. Higher Education is required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitude, knowledge, and skills optimally and always relevant. Related to this, there are three main programs owned by the Ministry of Education and Culture, namely: facilitating the opening of new study programs, changing the higher education accreditation system, facilitating state universities to become PTNs with legal entities, and the right to study three semesters outside the study program.

Based on the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning Amendments to the Regulation of the Minister of Education and Culture Number 88 of 2014 concerning Changes in State Universities to Legal Entity State Universities. Surabaya State University (Unesa) fulfills the PTN requirements to become a PTN legal entity, as stated in Article 2 (1) of the Minister of Education and Culture, namely as a tertiary institution that has the level and degree of capability of a PTN to: a. organize Tridharma Higher Education quality; b. managing the PTN organization based on the principles of good governance; c. meet the minimum standards of financial feasibility; d. carrying out social responsibility; and e. role in economic development.

In 2021 Surabaya State University (Unesa) as one of the PTs that proposes a change in status from BLU PTN to Legal Entity PTN. Various efforts have been made to prepare Unesa as a PTN with a legal entity, including those related to Human Resources (HR), both educators and education staff. The development of Unesa's human resources, both educators and education staff, has an important dimension, being an indicator of Unesa's readiness and success to become a PTN with a legal entity. Efforts to accelerate promotion from Lecturer to Associate Professor and from Associate Professor to Professor are continuing. Lecturers carry out their duties, namely carrying out education, research and community service. Lecturers are seen as very professional in their field of work, because of their independence in managing the teaching and learning process for the subjects they teach and the students they mentor.

Meanwhile the role of educational staff, namely managing educational institutions, planning an educational design, facilitating educational activities, securing the educational environment, and helping to create a beautiful and comfortable educational environment

(McCowan, 2018). The function of educational staff is to guarantee the continuity of an education system, monitor the continuity of a system in educational institutions, provide facilities to educators and students in carrying out educational activities, provide comfort and safety in the educational environment, and regulate the educational process in an institution (McCowan, 2016).

There are various characteristics possessed by Unesa education staff, both in terms of employment status, educational qualifications, functional positions, to the rank held. Therefore it is considered important to carry out competency-based performance evaluations and plan for developing the competence of educational staff according to Unesa's needs as a PTN with a Legal Entity. Performance evaluations carried out can increase job satisfaction, work motivation, organizational commitment, reduce absenteeism rates, and work *turnover* (Wirawan, 2015; Hartono & Maya, 2017). The competence of educational staff is an important dimension in the smooth running of the organization. Unesa's change from being a PTN BLU to a PTN with a legal entity, has an impact on the competencies that must be possessed by educational staff in this institution. Therefore research related to job map analysis and competency development for educational staff is an important dimension. Problems Researched How is the analysis of position mapping and professional development of functional positions of Surabaya State University educational staff towards Legal Entity State Universities (PTNBH) ? And the urgency of this research is Synergy with Unesa's HR Needs from BLU PTN status to PTN with Legal Entity and Synergy with RI Minister of Education and Culture Regulation No. 4 of 2020 Amendments to the Regulation of the Minister of Education and Culture Number 88 of 2014 concerning Changes in State Universities to Legal Entity State Universities.

State of the art The Importance of HR in Organizations

An important aspect that cannot be separated from an organization is human resources (HR). Smart human resource management makes one of the most important foundations in an organization (Gu & Zhang, 2021) . HR management will be able to help the organization to be trusted with its ability to fulfill the needs and interests of an institution that sees the organization (del-Castillo-Feito et al., 2022) . In an organization HR is the main aspect that carries out all plans and makes plans as well as all operational activities in achieving organizational goals. The effectiveness of human resources in carrying out their work can assist leadership and management in achieving organizational goals effectively and with maximum efficiency and benefit to the organization (Pariav et al., 2018) . Organizational goals can be achieved with a maximum of one of the factors that can support the success of the existing human resources in the company.

Organizational stability in being competitive in an industry proves the importance of human resources in achieving it so that the development of human resources is a key factor (Banmairuoy et al., 2021) . It is said to be an important factor because all activities starting from the planning stage are all the work of thought from the company's human resources. Organizations must be able to ensure that many employees will improve their competence and leadership abilities to achieve organizational goals (Desarno et al., 2021) . The human resources owned by the company must really be considered by the organization in an effort to improve the quality of the company so that it can still compete with other organizations.

Quality training and good qualifications can enable more efficient use of human resources in providing good performance to the organization (Firew et al., 2020) . Human resources are very important in an organization, when the qualifications of human resources are of good quality, the work carried out in the organization will be more efficient and completed on time. There are several qualifications for a professional attitude that functional staff can have, namely self-confidence, a proactive attitude and having planning, problem-solving and organizational skills (Marin & Nil, 2021) . All of these qualifications can be obtained through training and self-development both carried out by organizations and carried out by individuals with the aim of improving their quality.

The most important organizational assets are human resources who have the skills, abilities, and knowledge because they are the main elements in employing them in the organization (Apascaritei & Elvira, 2021) . An organization that is successful in achieving its goals is inseparable from the existence of quality human resources who have good competence and ability to carry out

their performance. Staff are continuously encouraged and cared for in fulfilling their needs and complaints to get good performance in the organization (Adam et al., 2021) . Based on some of the expert opinions above, it proves that human resources are the most important component in the ongoing organization. Successful organizations are supported through quality human resources as well.

The human resources sector in an organization is one of the sectors that is affected by the emergence of new trends and must follow major transformations of changes that occur such as economic, political, social and technological transformations in accordance with the demands of competitiveness from the organizations they shelter (Jatobá et al., 2019) . In an effort to maintain and develop valuable human resources, special attention is needed to the human resource management system carried out by the organization such as recruitment, training, and others that can support the qualifications of the human resources in the company (Ben & El, 2020) . The importance of human resources in the organization makes the company have special management in the process of finding workers in the organization.

In certain situations the use of human resources becomes necessary by mutual support between workers and between other departments in the organization (Aviso et al., 2016) . Human resource management focuses on the allocation in a reasonable and scientific way in a directed, fundamental way according to organizational development, while a series are usually carried out in the management process, namely recruitment, training, evaluation, reward, employee potential to create value for the organization (Zhou , 2020) . Through good human resource management, a series of activities can be organized and according to plan in an effort to achieve the development goals of the organization.

State of the art Functional Position Map Analysis

Job mapping can be done by identifying knowledge, skills and responsibilities in carrying out the work he does in the organization (Harris et al., 2021) . Identification carried out in positions within the organization is useful for obtaining data about performance within the company. Job map analysis is important to do to facilitate career development according to competence, proper placement of employees and optimal employee performance. Job position, work experience and years of service are aspects of employee placement (Sun et al., 2020) . The position given to someone must be adjusted to the qualifications they have, one of which is by looking at work experience.

Organizations need to analyze and study the factors that determine employee performance in order to develop the work performance of each individual in their respective fields so that they are more productive (Khtatbeh et al., 2020) . The productivity of employees will also have a good impact on the organization and its productivity and competitiveness. There are several factors that can determine performance, namely the environment, compensation, equipment, knowledge, attitudes and skills (Lankheshwara, 2018). Job analysis is carried out to see how the workload, competencies and capabilities of each employee are useful for the organization to control and evaluate the results of the job analysis that has been carried out in accordance with the stipulated provisions.

Job analysis has the goal of obtaining information that is expected by the organization to prepare job descriptions besides that it can be used for evaluation and providing an assessment of employee performance which aims to determine salary (Khtatbeh et al., 2020) . There is intense competition globally between one organization and another, so it is important for companies to find and retain qualified and competent employees within the organization (Akter and Moazzam, 2016). Through the job analysis carried out, the organization will be able to be more productive and make good use of its human resources in accordance with the expected work. Job analysis is useful for selecting the right staff according to the specifications that have been identified in the job description, besides that it can determine the duties and salaries according to the job (Mira et al, 2019).

State of the art Occupational Professional Development

Training and development of human resources that are considered and increasingly improved can also improve employee skills and employees can learn further so that it will be able to create a climate of innovation, increased creativity (Jimenez in Banmairuroy et al., 2021) . Through the training provided, it can be used as a way to achieve organizational goals and be competitive with competitors from other organizations. Management science experts believe that special attention to human resources must be given a large enough portion through continuous training and development of all staff involved and will be able to provide long-term and permanent advantages in competitive advantage (Bagheri, 2016) . Competent human resources who are committed to providing good service can face challenges on a global scale (Al-Haqan et al., 2021) .

The development and competence of staff within the organization is important both in human resource management and knowledge management because this is one of the permanent investments in developing the competence of organizational staff (Lendzion, 2015) . Improving competency through training and development can provide a good career future and contribute more to work so that employee welfare can be improved and performance will be better (Tordera et al., 2020) . Employee competence can be increased through training held by the organization because the results of the training carried out will also have an impact on the goals achieved by the organization.

Development of job competencies from human resources within the organization can support human competence in carrying out their work and have long-term benefits. Competence is a characteristic possessed by humans who are used to carry out their duties in accordance with their positions in the organizations they participate in (Elmassah et al., 2020) . In the opinion of Spencer (1993) states that professional competence can be associated with the knowledge and skills needed to obtain maximum performance and successful work results (Liu et al., 2019) . Through the competence possessed by the staff, it will be able to support the achievement of maximum work results. Good competence will also be able to provide optimal results to the organization

Competence is an important resource in the human resources of an organization that must be owned and utilized within the organization (Swanson et al., 2020) . Owned competencies can help employees and the organization and are used to complete the work that is owned in an effort to achieve the goals that are expected in the organization. Competence can be in the form of knowledge, skills, and other attributes that are important in supporting effective professional performance in organizations (Udoh et al., 2021) . In achieving professional performance, competencies are needed that are able to support employee performance to achieve the expected organizational goals. Based on the opinion of Erpenbeck and Vo Rosenstiel, there are 4 competency classes, namely personal competence, technical and methodological competence, socio-communicative competence and activity and implementation competence (Hertle et al., 2017) .

Competence is widely defined, namely a measurable pattern of knowledge, skills, abilities, behavior, and other characteristics that can be used to provide high performance differences from average (Suhairom et al., 2019) . Job competence includes all the components described above that must be owned by workers properly and in accordance with the job description provided by the organization. Competence refers to knowledge, skills needed by humans in an effort to achieve quality performance in certain respects (Silveyra et al., 2021) . The competencies possessed by workers are in accordance with the qualifications of their professional background and education so that they are competent in certain domains. The competencies possessed by employees are expected to make it easier to provide optimal performance according to the domain expected by the organization.

Competence is a complex combination of knowledge, values, attitudes that can provide direction in effective actions that are realized according to their qualifications (Verner et al., 2019) . Relational competencies in the form of general management, international business to develop competence in companies on a global scale. One of the relational competencies, namely individual competence, means that resources can stimulate people where they work to do something professional in certain circumstances and situations (Loufrani-Fedida et al., 2019) . Through the competencies possessed by each employee can be combined to achieve organizational goals.

RESEARCH METHODS

This study uses a quantitative approach with descriptive methods, emphasizing the importance of quantitative data in the form of numbers which are analyzed using descriptive statistical techniques. In addition to data in the form of numbers, qualitative data will also be supported in the form of words, so that it is expected to provide an accurate picture related to the professional development of functional positions for UNESA PTNBH education staff. The population and sample of this study are the functional positions of educational staff as many as 80 respondents. The focus of this research is to conduct an analysis of professional development in accordance with the Minister of Administrative and Bureaucratic Reform which regulates these functional positions, including: Writing/scientific work, translation or adaptation of books and other materials, according to the Minister of Administrative and Bureaucratic Reform as shown in the following table;

Table 01.

List of Regulations of the Minister of Administrative Reform and Bureaucratic Reform for Functional Positions

No.	Functional	PERMENPAN RB
1	Budget Analyst	Number 21 of 2016
2	Personnel Analyst	Number 37 of 2020
3	APBN Financial Management Analyst	Number 53 of 2018
4	Archivist	Number 48 of 2014
5	Goods/Services Procurement Manager	Number 29 of 2019
6	Educational Laboratory Institution	Number 7 of 2019
7	Public relations institution	Number 6 of 2014
8	Computer Institution	Number 32 of 2020
9	Librarian	Number 9 of 2014

Based on the list of regulations of the Minister for Administrative Reform and Bureaucratic Reform, it was then used as the basis for compiling a questionnaire consisting of 22 items with a closed questionnaire model. The data that has been collected through the questionnaire will be processed first by checking the completeness of filling out the questionnaire, then giving a score and code for each answer in the questionnaire. After that, the data were analyzed using the SPSS program. Data that has been processed with the SPSS program will produce data in the form of frequency tables or graphs or diagrams. Then analyzed qualitatively through interpretations both through comparisons and theoretical interpretations. After being analyzed the research will formulate conclusions and formulate recommendations.

RESULTS AND DISCUSSION

Specific Functional Position (Functional Position) is a position indicating the duties, responsibilities, authorities and rights of a civil servant in an organization whose performance of duties is based on certain skills and/or skills and is independent whose promotion is based on credit scores. Each functional position has a Permenpan RB which regulates the type, component and credit score which regulates promotion.

1. Budget Analyst Professional Development

Functional Position of Financial Management Analyst of the State Revenue and Expenditure Budget, hereinafter referred to as Functional Position of State Budget Financial Management Analyst, is a position that has the scope of duties, responsibilities, authorities and rights to carry out analysis activities in the field of APBN financial management in work units of state ministries/institutions according to authority and statutory regulations.

An understanding of the credit score components governing promotion shows a 0% yes and a 100% no. The reasons put forward were in the form of no explicit socialization regarding JFA assignments and credit scores. This data shows that institutions need to socialize and understand

the Permenpan RB governing these functional positions. 2.) Taking care of promotions and promotions on time shows a yes answer of 0% and no 100%. The reasons put forward were in the form of an increase in class rank when becoming an equalizing JFA, still in the second year, and the credit score also did not meet. 3.) Difficulty in the components or description of activities to obtain a credit score indicates a 100% yes and no 0% answer. The reasons put forward by educational staff from these functional positions do not have a clear understanding, so of course they do not know the level of difficulty they are facing. In addition, they also explained that the components or description of the activities carried out are always related to remuneration. This is considering that the subject has assignments related to remuneration (because the subject is the remuneration team). 4.) Implementation of tasks in accordance with the job description in the functional position held shows a yes answer of 0% and no 100%. The subject did not state the reason and for the suitability of the implementation of the task with the description with the Permenpan RB which regulates the Functional Position of the subject, the following description was obtained, the subject carried out the work by taking a small and general portion of the 115 items of JFAA tusi, so did not achieve a minimum credit score. e.g. doing research. This will certainly cause promotion to be hampered.

More regarding qualifications, namely statement point 5.) Having educational qualifications in accordance with the provisions of the Minister of Administrative and Bureaucratic Reform governing functional positions held shows a 100% yes answer and 0% no. Supporting statements include the desire of study subjects to continue to a higher level, indicating a no answer. He said "... because my qualifications as a master of media and communication are not in accordance with my functional position as a budget analyst..." 6.) Participation in functional training in accordance with the functional position held shows a 100% yes and no 0% answer. Evidence of this statement is by participating in 2 training sessions, for example training on setting rates and remuneration in 2019 and budgeting training in 2021. 7. Have a plan to attend functional training in accordance with the functional position held, indicating a 100% yes and no answer 0%. Statement regarding the subject's plans to attend functional training in accordance with the functional position held, the subject provides answers according to the offer from the Ministry of Finance related to Budget Training.

Regarding the understanding of credit scores, (8) As many as 100% of the subjects did not understand the components of the credit score elements of professional development in accordance with the Permenpan RB from the functional positions they had, what was expected was the socialization of training opportunities for functional positions. If you don't understand the credit score components, it will be difficult to fulfill the credit score components, which in turn will experience difficulties in fulfilling promotion credit numbers. (9) As many as 100% of the subjects were heads/research members of the LPPM/faculty/work unit in accordance with their functional positions. (10) As many as 100% of subjects have never received training for compiling research proposals in a comprehensive manner, which is expected to carry out joint training regarding the preparation of research proposals per clump classification to make it more intense and specific. (11) As many as 100% of the subjects have made scientific papers/papers in accordance with the functional position they have. (12) As many as 100% of subjects have not translated/adapted books and/or other materials in accordance with their functional position. (14) As many as 100% of the subjects felt it was important for the institution to carry out training related to writing/scientific papers, translation/adaptation of books and/or other materials, preparation of guidebooks/implementation provisions/technical provisions in accordance with the field of functional position held. (15) As many as 100% of subjects stated that the institution had given them the opportunity to take part in certain competency certifications. Ownership of this competency certification will strengthen the competence of functional positions according to their fields.

Meanwhile point (16) states that as much as 100% do not understand the supporting elements of the Permenpan RB which regulate functional positions according to what they have, it is hoped that the institution will provide a specific understanding, considering that the functional positions of employees vary and most are given on an equal basis. Of course, this will be the duty of the staff to carry out socialization related to various things that are the supporting elements of

this. So according to point (17) 100% of subjects do not have the credit score component of this supporting element properly. (18) 100% of the subjects already have a strategy in career development, especially in terms of functional promotion and promotion. (19) 100% have a strategy in career development to occupy additional tasks, the strategy includes intense communication and carrying out activities related to remuneration dynamics, as part of the budget and at the same time I am on the remuneration team. (20) As many as 100% of subjects have not felt successful in implementing their targets in developing a career for functional promotion and promotion. (21) As many as 100% have the highest target in terms of achieving positions and ranks in accordance with their functional positions. (22) As many as 100% of the subjects answered no for the Institution already has the right policies in career development for functional positions of education staff, because the institution should have drawn up competency mapping that was matched with a matrix of age, attitude, experience, willingness and ability of employees.

2. Personnel Analyst

Personnel Analyst Professional Development consists of: 1) Writing scientific papers in the field of civil servant management; 2) Preparation of technical guidelines in the field of civil servant management; and 3) Translation/adaptation of books and other materials in the field of civil servant management. The data shows that the reasons for the subject of the Personnel Analyst functional position are as follows (1) As many as 100% of the subjects answered yes to understand the components of the credit score because each functional position needs to understand the credit score points in accordance with applicable regulations . (2) As many as 79 % of the subjects were unable to take care of promotion and promotion on time, because the equalization of positions from structural to functional positions was relatively new and the place of assignment did not support the acquisition of credit points for increases in the subject 's functional positions . (3) As many as 67 % of subjects stated that there were components or descriptions of activities that were difficult to obtain credit scores because they related to work and the main elements of ASN management.

Meanwhile related to suitability of tasks, namely statement number (4) As many as 5.6 % of subjects answered not to carry out tasks in accordance with the job descriptions in their functional positions, because they worked with the team/staff who handle staffing. Related to educational qualifications, namely statement five, (5) A total of 67 % of subjects answered no to Educational qualifications are in accordance with the provisions of the Permenpan which regulate the functional positions held and the subject wishes to continue to a higher level of education. (6) A total of 5.6 % of the subjects have attended functional training in accordance with their functional positions, with an average of participating in activities once a year and some participating five times a year . (7) as many as 67 % have plans to take part in functional training in accordance with their functional positions, and want to take part in training, namely the HR Analyst Training for Apparatuses, the Ministry of Education and Culture Center for Education and Culture, and the HR Development Training.

Regarding the element of professional development, (8) A total of 100% of the subjects understand the component of the credit score for the element of professional development in accordance with the Minister of Administrative and Bureaucratic Reformation (RB) from the functional position they hold, due to the increase in the quality of human resources and the improvement in writing procedures . (9) 56 % of the subjects stated that they had never been chairmen/research members of the LPPM/faculty/work unit according to their functional positions. (10) 89 % have never received training for preparing research proposals in a comprehensive manner, but want to help employees to improve the quality of work in accordance with the demands and needs of employees by following existing developments. (11) As many as 67 % of the subjects did not write scientific papers in accordance with their functional positions , because there were no research opportunities. (12) 100 % of the subjects did not translate/adaptation of books and/or other materials in accordance with their respective functional positions, and wanted training from UNESA. (14) A total of 67 % of subjects said that it was important for institutions to conduct training related to writing/scientific papers, translating/adapting books and/or other materials, compiling manuals/manpower books. (15) 67

% of subjects said that the institution did not provide opportunities for education staff to take part in certain competency certifications, namely by having staffing analyst certification activities and HR management competency certification . (16) A LOT 78 % of subjects stated that they understood the supporting elements of the Permenpan RB which regulates functional positions according to what they have, and hoped for more staffing training so that staffing analysts could be given opportunities as trainers/teaching (17) 78 % of subjects answered no to have a credit score component from this supporting element properly, because it adjusts according to the needs of the institution and leadership policies . (18) A total of 5.6 % of subjects said they did not have a strategy in career development, especially in terms of functional promotion and promotion, because their enthusiasm for involvement had diminished and they were about to retire. (19) as many as 67 % of the subjects did not have a strategy in career development to occupy additional assignments, because there was no career pattern for functional positions, but they still tried to be creative (creative) in completing tasks in order to support or meet the targets set by the leadership (20) As many as 67 % of subjects answered not to succeed in implementing their targets in developing careers for functional promotion and promotion , because they were not optimal in achieving AK . (21) A total of 5.6 % have the highest target in achieving positions and ranks in accordance with the functional position held. (22) A total of 56 % of subjects stated that the institution did not have the right policies in career development for functional positions of educational staff.

3. APBN Financial Management Analyst

The professional development that has been carried out by the APBN Financial Management Analyst functional position shows that the reasons for the subjects of the APBN Financial Management Analysis functional position are as follows (1) As many as 100% of subjects answered "yes" that is to understand the credit score components governing promotion and promotion properly requires a credit score, in accordance with what is clearly written in the regulations. Each functional position needs to understand the credit score points in accordance with applicable regulations, and are in accordance with daily duties and functions. Regarding timely promotions, in point statement (2) as many as 78% of subjects answered that they could not take care of promotions and promotions on time, because there was a lot of work that was outside the subject's functional activity items. This they assume is a lack of support from the leadership in the division of tasks according to functional activity items.

It further emphasized that (3) As many as 67% of subjects answered "yes" to the existence of components or descriptions of activities that are difficult to obtain credit scores, because there are several activities in work units that are suitable for supporting activities or workshops to support the acquisition of credit scores in work units. lacking, and several credit score activities for supporting components. (4) As many as 56% of the subjects answered not to carry out their duties in accordance with the job descriptions in their functional positions, because working with the team/staff who handles staffing, is more about carrying out additional tasks and functions rather than the duties of their functional positions. This condition causes educational staff to be unable to collect credit scores and arrange promotions according to functional positions on time.

Meanwhile related to educational qualifications, (5) As many as 67% of subjects answered that they did not have educational qualifications in accordance with the provisions of the Minister of Administrative and Bureaucratic Reforms which regulate the functional positions held. Related to this, of course the leadership must immediately provide policies for the fulfillment of education in accordance with the qualifications possessed. Related to education and training for increasing competence, (6) As many as 56% of subjects answered "yes" to attend functional training in accordance with the functional position they had, because 2 times in 2014 and 2018, they received the title "satisfactory" the results were used as a reference in work and can be assessed as a training component credit score. Then there are also those who carry out new education and training once, namely on October 29, 2021 for 83 hours with the title "Satisfactory Pass", 1 time in 2021 56 jp and the results are good. Related to training to be attended (7) As many as 87% of subjects answered "yes" and 33% answered "no" having plans to attend functional training in

accordance with their functional positions because of staging functional training and competency tests for promotion in positions.

But what makes it happy (8) As many as 100% of subjects answered "yes" to understand the components of the credit score element of professional development in accordance with the Permenpan RB from the functional position they have because it improves the procedures for writing national and international journals, as well as the creation of scientific papers and improvement HR quality. (9) As many as 44% of subjects answered "no" and 56% answered "yes" related to the question of having been a research chairperson/member of LPPM/faculty/work unit in accordance with their functional position because preparation was needed for this example related to writing preparation scientific work has never been a member or chairman. (10) As many as 89% of subjects answered "no" to have received training for comprehensive research proposal preparation because it had never been carried out by an institution, all that was obtained was socialization of the schedule for submitting research proposals and there had been no opportunity to submit one. (11) As many as 67% of the subjects answered that they did not write scientific papers in accordance with their functional position because they did not have sufficient provisions in writing, had never done research and had not had the opportunity.

Meanwhile related to translation/adaptation of books and/or other materials (12) As many as 100% of subjects answered "no" had ever translated/adapted books and/or other materials in accordance with the functional position they had because they had no knowledge further related to this, do not know how to do it and the subject is not interested. 14.) As many as 67% of subjects answered "yes" and 33% answered "no" to the question whether it is important for institutions to conduct training related to writing scientific papers, translation/adaptation of books and/or other materials, preparation of manuals/ employment. 15.) As many as 67% of subjects answered "no" to the statement that the institution has provided opportunities for educational staff to take part in certain competency certifications because it is not optimal, due to constraints on the cost of carrying out expensive competency certification/training but minimal budget allocations, and have not attended competency certification .

Meanwhile related to supporting elements, (16) As many as 78% of subjects answered "yes" and 23% answered "no" understanding the supporting elements of the Permenpan RB which regulates functional positions according to what they have because they carry out tasks that support the position of Personnel Analyst and equity. (17) As many as 22% of subjects answered "yes" and 78% answered "no" to have the credit score component of this supporting element properly due to budget constraints and there has not been equal distribution. (18) As many as 44% answered "yes" and 56% answered no to have a strategy in career development, especially in terms of functional promotion for carrying out additional tasks and conducting research. (19) 33% of subjects answered "yes" to have a strategy in career development to occupy additional assignments because following the Coordinator and Sub-Coordinator selection implementing regulations and experience and 67% answered "no" to have a strategy in career development to occupy the task additional because they have no interest in that direction and there is no functional position career pattern yet. (20) As many as 33% of subjects answered yes and 67% of subjects answered "no" due to constraints on the number of job assignments above the position level (2 levels above) which cannot be included in the credit score but still have to be done and the credit score is not yet optimal. (21) As many as 56% of subjects answered yes to have the highest target in achieving positions and ranks in accordance with their functional positions because they support functional officials in obtaining credit score land by placing functional officials according to their functional duties and also fully support both materially and immaterial. As many as 44% of subjects answered no because they retired comfortably. (22) As many as 56% of subjects answered yes and 44% answered no for Institutions that have appropriate policies in career development for educational staff functional positions due to the availability of clear and measurable career patterns and functional positions according to career paths.

4. Archivist

Career development that has been carried out by educational staff in the Archivist Functional Position shows that (1) archivist subjects answered 87% " yes " on the grounds that

they understand the components of credit scores because they are related to the process of promotion, so they get appropriate information. (2) As many as 60% answered " yes " taking care of promotions and promotions on time. (3) As many as 60% of the subjects answered " yes " to the existence of components or descriptions of activities that are difficult to obtain credit scores, because they are still in the process of collecting complete promotions in the form of diplomas and competency certificates which are considered difficult to obtain. Meanwhile, the components that are perceived as easy to obtain include: analysis and evaluation of statutory regulations and unwritten laws and analysis and evaluation of the formation of laws and regulations, evaluation of inactive archives to be destroyed, evaluation of inactive archives submitted, management and arrangement of static archives , archival service activities, and committees. (4) As many as 73% of the subjects answered Yes to carry out tasks in accordance with the job descriptions in their functional positions, because they were in accordance with the subject's main tasks.

Meanwhile related to educational qualifications, (5) as much as 80% of educational qualifications are in accordance with the provisions of the Permenpan RB which regulate the functional positions held and the subjects wish to continue to a higher level of education. (6) as many as 73% of subjects have attended functional training in accordance with their functional positions with an average of participating in activities twice a year. However (7) as many as 73% do not have plans to take part in functional training in accordance with their functional positions, and want to take part in training, namely Legal Analyst Functional Position Training, Archive Digitization, Archivist at Anri. (8) as many as 67% of subjects understand the components of the credit score element of professional development in accordance with the Minister of Administrative and Bureaucratic Reform of the functional positions held, due to the addition of non-archivist archive management staff from the Education and Training route (creation/appointment).

Further related to research, (9) as many as 53% of subjects stated that they had never been chairmen /research members of LPPM/faculties/work units in accordance with their functional positions. Meanwhile with regard to education and training, (10) as much as 60% have never received training for comprehensive research proposal preparation, but want to help employees to improve the quality of work in accordance with the demands and needs of employees by keeping abreast of developments which exists. (11) as many as 60% of the subjects did not produce scientific papers in accordance with their functional positions, and published on average once a year.

Regarding the translation/adaptation of books and/or other materials (12) as many as 100% of the subjects did not translate/adapt books and/or other materials in accordance with their functional field of positions, and wanted training from UNESA . (14) as many as 87% of subjects said that it was important for institutions to conduct training related to writing/scientific papers, translation/adaptation of books and/or other materials, preparation of manuals/employment manuals. (15) as many as 60% of subjects said that the institution had provided opportunities for educational staff to take part in certain competency certifications, namely by holding seminars and scientific publications at UNESA. (16) as many as 79% of the subjects stated that they understood the supporting elements of the Permenpan RB which regulate functional positions according to what they have, and expect is to improve facilities and infrastructure for archive management with funding from institutions. (17) As many as 53% of subjects said that they had a good credit score component for this supporting element, but there was an element of inaccuracy when placing in a section that did not support their functional position. (18) as many as 53% of subjects said they did not have a strategy in career development, especially in terms of functional promotion and promotion, developing skill competencies by submitting academic and non-academic research. (19) as many as 50% of subjects already have strategies in career development to occupy additional assignments, namely always exploring existing abilities and looking for breakthroughs to always try to add insight and self-competence so that they can easily carry out tasks, prepare research/research materials to submit research , and participating in training (20) as many as 67% of subjects felt successful in implementing their targets in developing a career for functional promotion and promotion. (21) as many as 67% have the highest target in achieving positions and ranks in accordance with the functional positions they

hold. (22) as many as 50% of subjects stated that the institution already had the right policies in developing careers for functional positions of educational staff, namely developing strategies for faster promotion, following developments, preparing for research and research.

5. Goods/Services Procurement Manager

promotion process, and expected to receive appropriate information. (2) As many as 100% of the subjects can take care of promotion and promotion on time. (3) As many as 100% of subjects stated that there were components or descriptions of activities that were difficult to obtain credit scores, because they were still in the process of collecting complete promotions in the form of diplomas and competency certificates which were considered difficult to obtain. Meanwhile, components that are perceived as easy to obtain include: analysis and evaluation of statutory regulations and unwritten laws and analysis and evaluation of the formation of statutory regulations.

Regarding the suitability of carrying out tasks in accordance with statutory provisions, (4) as many as 50% of subjects answered " Yes " to carry out tasks in accordance with the job descriptions in their functional positions, because they are in accordance with the subject's main tasks. While related to educational qualifications, (5) as much as 100% of educational qualifications are in accordance with the provisions of the Permenpan which regulate the functional positions held and the subjects wish to continue to a higher level of education. (6) as many as 60% of subjects have attended functional training in accordance with their functional positions with an average of participating in activities twice a year. However, (7) as many as 50% do not have plans to take part in functional training in accordance with their functional positions, and want to take part in training, namely Training for Functional Positions of Legal Analysts, Digitization of archives, Archivists at Anri.

Meanwhile related to understanding the credit score component, (8) as many as 100% of the subjects understood the credit score component of the professional development element in accordance with the Minister of Administrative and Bureaucratic Reform of the functional position they held, due to the addition of non-archivist archive management personnel for the Education and Training route (creation/appointment). (9) 100% of the subjects stated that they had been chairmen /research members of the LPPM/faculty/work unit in accordance with their functional positions. (10) as many as 100% had received training for comprehensive research proposal preparation, but wanted to help employees to improve the quality of work in accordance with the demands and needs of employees by following existing developments. (11) as many as 100% of the subjects did writing/scientific papers in accordance with the field of functional position they had, and on average they published once in one year. (12) as many as 100% of the subjects did not translate/adapt books and/or other materials in accordance with the functional position they had, and wanted training from UNESA. (14) 100% of subjects said that it was important for institutions to conduct training related to writing/scientific papers, translation/adaptation of books and/or other materials, preparation of manuals/employment manuals. (15) as many as 100% of subjects said that the institution had provided opportunities for educational staff to take part in certain competency certifications, namely by holding seminars and scientific publications at UNESA. (16) as many as 50% of subjects stated that they understood the supporting elements of the Permenpan RB which regulates functional positions according to what they have, and expect is to improve facilities and infrastructure for archive management with funding from institutions. (17) As many as 50% of subjects said that they had a good credit score component for this supporting element, but there was an element of inaccuracy when placing them in a section that did not support their functional position. (18) as many as 50% of subjects said they did not have a strategy in career development, especially in terms of functional promotion and promotion, developing skill competencies by submitting academic and non-academic research. (19) as many as 100% of subjects already have strategies in career development to occupy additional assignments, namely always exploring existing abilities and looking for breakthroughs to always try to add insight and self-competence so that they can easily carry out tasks, prepare research/research materials to submit research , and participating in training (20) as many as 50% of subjects felt successful in implementing their targets in developing a career for functional promotion and promotion. (21)

as much as 50% have the highest target in achieving positions and ranks in accordance with the functional positions they hold. (22) as many as 100% of subjects stated that the institution did not have the right policy in career development for functional positions of educational staff.

6. Educational Laboratory Institutions

The PLP Professional Development for educational staff shows that the reasons for the functional position of educational laboratory institutions are as follows: (1) 100% of the subjects answered "yes", that is, they had a good understanding of the credit score components governing promotion. (2) As many as 83% of the subjects stated that they took care of promotions and promotions on time. (3) As many as 58% of subjects stated "yes" that the components or descriptions of activities were difficult to obtain credit scores. (4) As many as 100% of the subjects stated "yes" in carrying out the tasks in accordance with the job descriptions in the functional positions they held. (5) As many as 92% stated that they had educational qualifications in accordance with the provisions of the Permenpan RB governing the functional positions held. (6) As many as 83% stated that they were able to attend functional training in accordance with the functional position they had. (7) As many as 58% of subjects stated "yes" in having a plan to attend functional training in accordance with the functional position they held.

Regarding the understanding of the credit score components, (8) As many as 100% stated that they understood the credit score components for professional development according to the Minister of Administrative and Bureaucratic Reform of the functional position they held. (9) As many as 67% stated that they had been chairmen/research members of LPPM/faculties/work units in accordance with their functional positions. (10) As many as 42% of subjects stated that they had received comprehensive training for preparing research proposals. (11) As many as 75% of the subjects stated that they had made scientific papers in accordance with their functional position. (12) As many as 50% of the subjects stated that they had translated/adapted books and/or other materials according to their functional position. (14) As many as 83% of subjects stated yes that it is important for institutions to conduct training related to writing/scientific papers, translation/adaptation of books and/or other materials, preparation of guidebooks/implementation provisions/technical provisions in accordance with the functional position fields which is owned. (15) As many as 33% of subjects said yes and 67% said no that one of the sub-elements in professional development is competency development to obtain certain competency certificates, in accordance with the functional position held. Related to this sub-element, has the Institution provided opportunities for education staff to take part in certain competency certifications? (16) As many as 100% of subjects stated that the supporting elements of the Permenpan RB which regulate functional positions are in accordance with their possession. (17) As many as 92% of subjects stated yes in having the credit score component of this supporting element well. (18) As many as 75% of the subjects stated yes in having a strategy in career development, especially in terms of functional promotion and promotion. (19) As many as 82% of subjects said "yes" in having a strategy in career development to occupy additional assignments. (20) As many as 67% of the subjects stated yes in feeling successful in implementing their targets in developing a career for functional promotion and promotion. (21) As many as 75% of subjects stated yes in having the highest target in achieving positions and ranks in accordance with the functional positions they held. (22) As many as 92% of subjects stated yes that the institution already had the right policies in developing careers for functional positions of education personnel.

7. Institution of Public Relations

The development of the public relations institution profession carried out by UNESA educational staff shows that the reasons for the subject's functional position of Public Relations Institutions are as follows: (1) As many as 67% of subjects answered no to understand the credit score component that regulates promotion and promotion properly, there is a component guide credit numbers that govern promotion and promotion, because they have never attended. (2) As many as 50% of the subjects answered not to take care of promotions and promotions on time because they had never taken care of them. (3) As many as 100% of the subjects answered that there were no activities that were difficult to obtain a credit score, because everything was in

accordance with the portion. (4) As many as 100% of the subjects answered yes to carry out tasks in accordance with the job descriptions in their functional positions, because they had participated in the research. (5) As many as 100% of subjects answered yes to have educational qualifications in accordance with the provisions of the Minister of Administrative and Bureaucratic Reform governing the functional positions held, because they had not thought about continuing their studies.

Regarding education and training, (6) 100% of the subjects answered that they did not attend functional training according to their functional positions, because there was no opportunity for training to be carried out by the institution, but they increased competence by attending training independently. (7) As many as 100% of subjects answered yes to have a plan to attend functional training in accordance with their functional position, because they want to take public relations certification. Part of the educational staff for this functional position (8) As many as 50% of the subjects answered that they understood the components of the credit score element of professional development in accordance with the Minister of Administrative and Bureaucratic Reform of the functional positions held due to increase employee competency. (9) As many as 100% of the subjects answered that they had never been the chairperson/research member of the LPPM/faculty/work unit according to their functional position because they had not had the opportunity. (10). As many as 100% of the subjects answered that they had never received training for compiling comprehensive research proposals, because they had not had the opportunity.

Meanwhile regarding the publication of scientific papers, (11) As many as 67% of subjects answered that they did not make scientific papers/papers in accordance with their functional position, because there was no opportunity yet. (12) As many as 100% of the subjects answered that they had not translated/adapted books and/or other materials according to their functional position, because there was no opportunity (14). As many as 100% of the subjects answered that it is important for institutions to conduct training related to the creation of scientific papers/papers, translation/adaptation of books and/or other materials, preparation of guidebooks/implementation provisions/technical provisions in accordance with the field of functional position they have, because it has been carried out once every 3 years. (15) As many as 100% of subjects answered "yes" that the institution has provided opportunities for educational staff to take part in certain competency certifications, because it builds company reputation and public trust for Public Relations Managers (16). As much as 50% answered "yes" to understand the supporting elements of the Permenpan RB which regulate functional positions according to what they have, because it increases employee competency. (17) As many as 67% of subjects answered "yes" to have the credit score component of this supporting element properly. (18) As many as 67% of subjects answered "yes" to have a strategy in career development, especially in terms of functional promotion and promotion, because they attended various trainings independently and completed their assignments as well as possible. (19) As many as 50% of the subjects answered that they had strategies in career development to occupy additional tasks, because they learned new skills. (20) As many as 100% of the subjects answered no to feel successful in implementing their targets in developing a career for functional promotion and promotion. (21) As many as 67% of subjects answered yes to have the highest target in achieving positions and ranks in accordance with their functional positions, because it encourages and facilitates achieving these goals and improves HR skills. (22) As many as 100% of the subjects answered yes for the institution having the right policies in career development for functional positions of educational staff.

8. Computer Institution

The professional development carried out shows that the reasons for the librarian's functional position subject are as follows: (1) As many as 67% of the subjects answered "yes" and 33% of the subjects answered no to understand the components of the credit score that govern promotion and promotion properly because it can be known that the subject is still new to CPNS so they still don't understand regarding promotion or position. (2) As many as 67% of the subjects answered yes and 33% answered no to take care of promotions and promotions on time because it can be seen that the subjects are still CPNS so they are still unable to take care of promotions and

are in accordance with the promotion period. (3) As many as 100% of subjects answered no to components or descriptions of activities that were difficult to obtain credit points for, because of system programming. (4) As many as 100% of the subjects answered yes to carry out tasks in accordance with the job descriptions in their functional positions, because they had carried out in accordance with the job descriptions in accordance with the Permenpan RB which regulates Functional Positions. (5) As many as 67% of subjects answered yes and 33% answered no to have educational qualifications in accordance with the provisions of the Permenpan governing functional positions they have, because they have the desire to continue IS at UNESA but are still constrained by costs. (6) As many as 33% of subjects answered yes to attend functional training in accordance with their functional position. As many as 67% answered not to take part in functional training in accordance with their functional position, because the subjects were still CPNS so they had not participated in these activities. (7) As many as 67% of subjects answered yes to have plans to attend functional training in accordance with their functional positions, because they wanted to take part in Microsoft office 2022 training. As many as 33% of subjects answered no to attend functional training in accordance with their functional positions. (8) As many as 33% of subjects answered yes and 67% answered no to understand the components of the credit score element of professional development in accordance with the Minister of Administrative and Bureaucratic Reform of the functional positions held due to performance competence. (9) As many as 100% of the subjects answered never to have been chairmen/research members of the LPPM/faculty/work unit in accordance with their functional positions because the subjects were still civil servants so they had not participated in many activities. (10). As many as 100% of the subjects answered never to have received training for compiling a comprehensive research proposal, because the subjects were still CPNS so they had not participated in many activities.

(11) As many as 100% of the subjects answered no to writing scientific papers in accordance with their functional positions, because they were still CPNS so they didn't participate in many activities. (12) As many as 100% of the subjects answered no to translating/adapting books and/or other materials in accordance with the functional positions they held, because they were still several months into CPNS so they had not participated in many activities. (14). As many as 50% of subjects answered yes and 50% of subjects answered no it is important for institutions to carry out training related to writing/scientific papers, translation/adaptation of books and/or other materials, preparation of guidebooks/implementation provisions/technical provisions in accordance with the field functional position held. (15) As many as 67% of the subjects answered yes to the Institution having given the opportunity to Education Personnel to take part in certain competency certifications. (16). As many as 67% answered yes to understand the supporting elements of the Permenpan RB which regulate functional positions according to what they have. (17) As many as 67% of subjects answered not to have the credit score component of this supporting element properly. (18) As many as 67% of the subjects answered yes to having a strategy in career development, especially in terms of functional promotion and promotion. (19) As many as 50% of the subjects answered yes and no to have a strategy in career development to occupy additional assignments. (20) As many as 100% of the subjects answered yes to feel successful in implementing their targets in developing a career for functional promotion and promotion. (21) As many as 67% of subjects answered no to have the highest target in achieving positions and ranks according to their functional positions. (22) As many as 100% of the subjects answered yes for the institution having the right policies in career development for functional positions of educational staff, because of welfare.

9. Librarian

Various activities have been carried out by librarian educational staff in professional development, as it is known that the reasons for the subject of the librarian's functional position are as follows: (1) 100% of the subjects answered that they had understood the credit score component governing promotion and promotion properly, there were guidelines the credit score component that regulates promotion and promotion, for carrying out library material management activities in the library and managing the library. (2) As many as 60% of the subjects answered that they did not take care of promotion and promotion on time because there were

several requirements that had not been met, including the competency test for librarians who had not passed.

Related to activity descriptions (3) As many as 60% of subjects answered that they did not have components or activity descriptions which were difficult to obtain credit scores, because librarian support elements were not used to making scientific work so there were several studies that had not been realized. (4) As many as 80% of the subjects answered that they had carried out their duties in accordance with the job descriptions in the functional position they had, because it was appropriate but there were a number of additional things that needed to be done, including attending training according to the functional position and training in writing scientific papers. He further said that (5) As many as 60% of the subjects answered that they did not have educational qualifications in accordance with the provisions of the Minister of Administrative and Bureaucratic Reform governing functional positions held, because they continued studying at the UGM Library Science Department. (6) As many as 60% of the subjects answered that they did not take part in functional training in accordance with their functional position, due to constraints on librarian certification which they did not have, and had never attended functional training training.

But meanwhile, 100% of all librarians (7) have plans to take part in functional training in accordance with their functional positions, namely they want to take part in the RI Library management training. (8) As many as 60% of subjects answered "yes" to understand the components of the credit score element of professional development in accordance with the Minister of Administrative and Bureaucratic Reform of the functional position held because it improves employee performance. (9) As many as 60% of the subjects answered that they had never been the chairperson/research member of the LPPM/faculty/work unit according to their functional position because they had never been directly involved in conducting research online or offline. (10). As many as 100% of the subjects answered that they had never received training for compiling comprehensive research proposals, because they had never attended training, they learned from those who had participated in research and until now had never received research funding. (11) As many as 80% of the subjects answered that they did not make scientific papers/papers in accordance with their functional field of position, because this will only start in 2022.

Meanwhile, regarding the translation/adaptation of books and/or other materials according to their respective functional positions, (12) as many as 80% of the subjects answered that they had not translated/adapted books and/or other materials in accordance with the functional position they had, because they did not have the capability, the desire to translate books and there is no opportunity (14). As many as 100% of subjects answered "yes" for it is important for institutions to carry out training related to writing/scientific papers, translation/adaptation of books and/or other materials, preparation of guidebooks/implementation provisions/technical provisions in accordance with the functional positions they have , because the institution concerned for the development of its human resources, has never been sent by the institution, the point has never been published.

Regarding the institution's concern for competency improvement, (15) 100% of subjects answered that the institution had provided opportunities for education staff to take part in certain competency certifications, because they had provided a competency test for promotion to functional positions. (16). As many as 100% answered that they understood the supporting elements of the Permenpan RB which regulates the functional positions according to what they have, due to participating in several exhibitions and workshops, the existence of the library will be needed and provide opportunities. (17) As many as 80% of the subjects answered that they had the credit score component of this supporting element well. (18) As many as 80% of subjects answered yes to having a strategy in career development, especially in terms of functional promotion and promotion, because promotion can be obtained by fulfilling credit scores, one of which is by participating in research. (19) As many as 80% of the subjects answered that they had strategies in career development to occupy additional assignments, due to developing IT in the library to facilitate, speed up and reduce errors in work. (20) As many as 60% of the subjects answered that they felt successful in implementing their targets in developing a career for functional promotion and promotion, because they were carrying out their main duties as a

librarian, after being fulfilled, doing additional tasks. (21) As many as 100% of subjects answered no to have the highest target in achieving positions and ranks in accordance with their functional positions, because it encourages and facilitates achieving these goals and improves HR skills. (22) As many as 80% of the subjects answered that the institution already had the right policy in developing careers for functional positions of education personnel, because it added human resources in accordance with their positions.

CONCLUSION

The results of this study indicate that the analysis of professional development that has been carried out for functional positions (certain functional) is in accordance with the Permenpan RB which regulates these functional positions. Regarding the professional development that has been carried out for certain functional positions, it can be concluded as follows: (1) it is necessary to increase understanding of the Permenpan RB governing these functional positions; (2) most of them require training in preparing research proposals, writing scientific papers to translating and adapting books, in order to be able to properly fulfill the professional development credit component; (3) most of them have not had the opportunity to take part in research from institutions. Great hope for them, the institution has a policy in research management; (4) some of them have assignments that are not in accordance with their functional positions, so this makes it difficult for them to fulfill professional development credit scores in accordance with their functional positions.

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