

Competency Alignment and JOB Placement Analysis of Echelon Officials in Pasuruan Regency

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Abstract. Effective bureaucratic management depends on aligning competencies with job placement. This study examines Echelon 3 and 4 officials in Pasuruan Regency, Indonesia, focusing on the suitability of their educational backgrounds, skills, and job roles. A descriptive quantitative approach was used with 77 respondents, including 23 Echelon 3 and 54 Echelon 4 officials. The findings indicate moderate suitability, with an average score of 3.5 out of 5. While many officials possess advanced educational qualifications, gaps in training adequacy and skill alignment remain. Technology usage is a key strength, reflecting readiness for digital transformation. These results emphasize the need for systematic training and strategic human resource allocation to enhance bureaucratic effectiveness. The study contributes to discussions on workforce optimization in public administration, providing actionable insights for policymakers. Future research should expand on these findings by exploring competency-based interventions and their impact on organizational performance.

Keywords: Competency alignment, Job placement, Bureaucratic effectiveness, Echelon officials, Human resource management

1. INTRODUCTION

The effective functioning of public organizations largely depends on the compatibility between employee competencies and job placement. In bureaucratic systems, misalignment often leads to inefficiency, reduced employee satisfaction, and compromised service delivery. Recent research underscores the importance of aligning education, skills, and experiences with job roles to enhance organizational effectiveness (Smith et al., 2020).

In the Indonesian public sector, the issue of competency mismatch is particularly pronounced. A report by the Ministry of Administrative and Bureaucratic Reform (2021) highlights that 30% of civil servants feel their skills are underutilized. This study focuses on Kabupaten Pasuruan, where Echelon officials play a pivotal role in regional governance. Understanding their perspectives on competency alignment provides insights into improving human resource management.

The primary objective of this study is to evaluate the extent to which Echelon 3 officials perceive their job placement aligns with their competencies. The study also seeks to identify gaps in training, education, and skill utilization. Addressing these gaps is crucial for optimizing bureaucratic performance and ensuring effective service delivery.

Moreover, this study is timely given the increasing emphasis on digital transformation within public administration. As technology reshapes administrative processes, ensuring that officials are adequately skilled becomes imperative (Rahman & Dewi, 2023). The findings of this research will contribute to policy discussions on workforce development and strategic placement within Indonesia's public sector.

Finally, this paper aims to fill the research gap in the literature by providing empirical data on competency alignment in regional governance structures. By examining the case of Kabupaten Pasuruan, the study offers recommendations applicable to similar contexts in developing countries.

2. LITERATURE REVIEW

Competency alignment refers to the extent to which an individual's knowledge, skills, and abilities match the requirements of their job role. This concept has been widely discussed in management and organizational behavior literature. According to Boyatzis (2008), competency alignment is a critical determinant of job performance and employee engagement.

Recent studies emphasize the dynamic nature of competencies. For instance, Lee and Yang (2021) argue that digital literacy has become a core competency in modern organizations. This shift necessitates continuous training and upskilling to ensure alignment with evolving job demands.

Another significant aspect of competency alignment is its impact on organizational efficiency. Research by Garcia and Martinez (2020) shows that organizations with higher levels of alignment report better performance metrics, including productivity and employee satisfaction.

In the context of public administration, competency alignment plays a vital role in delivering quality public services. A study by Kaur and Singh (2019) found that bureaucracies with well-aligned human resources are more responsive to citizen needs. However, achieving this alignment is challenging due to bureaucratic inertia and rigid structures.

The Indonesian context adds another layer of complexity. Prabowo and Utami (2022) highlight the challenges of implementing competency-based systems in Indonesia's public sector. These include inadequate training programs, limited resources, and resistance to change.

Moreover, the role of education in competency alignment cannot be overstated. A study by Tan et al. (2021) emphasizes that higher educational attainment positively correlates with job performance. However, this relationship is moderated by factors such as job complexity and organizational support.

Training and development programs are crucial for bridging competency gaps. According to Huang et al. (2020), targeted training initiatives significantly improve employee competencies, particularly in technology adoption.

The importance of aligning job placement with experience is also well-documented. Research by McKenzie and Woodruff (2019) suggests that experienced employees are better equipped to handle job-specific challenges, leading to higher efficiency.

In summary, the literature highlights the multifaceted nature of competency alignment. While education, training, and experience are critical, organizational culture and support also play a significant role. This study builds on these insights to explore competency alignment among Echelon officials in Kabupaten Pasuruan.

2. METHODS

This research employed a descriptive quantitative approach to evaluate competency alignment among Echelon officials in Pasuruan Regency. The study sample included 23 Echelon 3 officials and 54 Echelon 4 officials, chosen to represent the hierarchical and functional diversity within the governance structure.

Data collection was conducted through structured questionnaires featuring Likert-scale items. These items assessed various dimensions of competency alignment, including educational background, training adequacy, skill-job alignment, and technology utilization. Respondents rated each dimension on a scale from 1 (strongly disagree) to 5 (strongly agree).

To ensure the reliability and validity of the questionnaire, a pre-test was conducted with five officials from a similar demographic. The instrument achieved a Cronbach's alpha score of 0.85, indicating high internal consistency. This rigorous validation process ensured that the data collected were both accurate and representative.

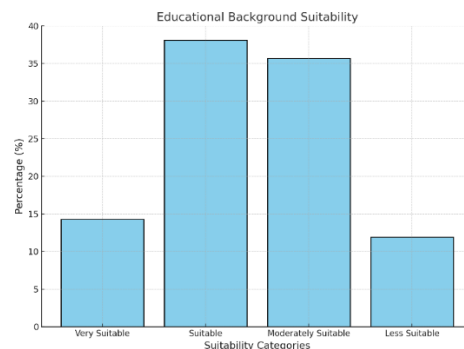
Data analysis utilized descriptive statistical methods, including mean scores, standard deviations, and frequency distributions, to identify patterns and trends in respondents' perceptions. Cross-tabulations were also employed to explore relationships between demographic variables (e.g., age, education level) and competency alignment.

Ethical considerations were rigorously maintained throughout the research. Participation was entirely voluntary, and respondents provided informed consent. Data confidentiality was strictly upheld to ensure the integrity and trustworthiness of the study.

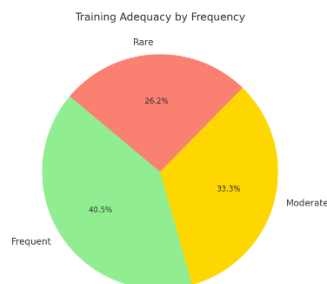
3. RESULTS

Educational Background and Job Placement The study revealed that 69.6% of Echelon 3 officials hold postgraduate degrees, suggesting a high educational attainment. However, only 38.1% perceived their current job roles as highly suitable for their academic background. This aligns with Human Capital Theory (Becker, 1964), which posits that

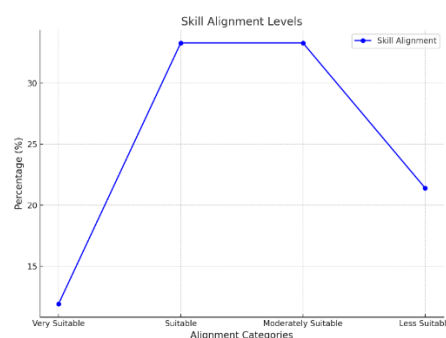
educational qualifications must be effectively matched to job roles to optimize productivity. The findings indicate a need for better job-person fit to maximize the utility of advanced educational qualifications.



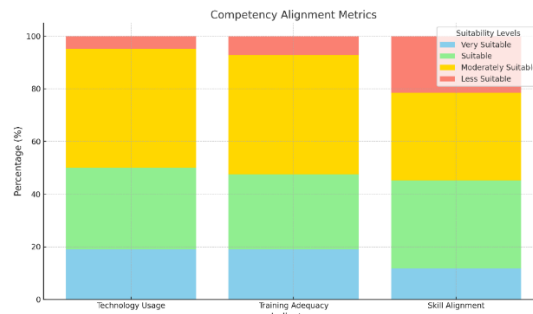
Training Adequacy Training emerged as a moderately effective tool for competency development, with 40.5% of officials frequently participating in job-related training. However, 33.3% experienced infrequent training opportunities. This reflects Baldwin and Ford's (1988) Training Transfer Theory, emphasizing the necessity of consistent and job-relevant training programs to ensure skill applicability. The average adequacy score of 3.4 underscores the need for systemic improvements in training initiatives.



Skill-Job Alignment Approximately 66.6% of respondents reported that their job roles moderately matched their skillsets. This supports Boyatzis' (1982) Competency-Based Theory, which highlights the importance of skill-job alignment for effective performance. The dynamic nature of job roles, as suggested by Teece et al. (1997) in the Dynamic Capabilities Framework, necessitates continuous skill realignment to maintain job relevance.



Technology Utilization Respondents demonstrated relatively high technological proficiency, with 45.2% rating themselves as proficient. This finding aligns with the Technology Acceptance Model (Davis, 1989), indicating that perceived ease of use and usefulness drive technology adoption. Such competencies are crucial for digital transformation in public administration.



Theoretical Context The results underscore the interplay of several frameworks, including:

1. **Dynamic Capabilities Framework:** Highlighting the adaptability required to align competencies with evolving job roles.
2. **Human Capital Theory:** Stressing the value of educational investments when effectively matched to job demands.
3. **Training Transfer Theory:** Underlining the critical role of relevant and frequent training for skill retention and application.

4. DISCUSSION

The results of this study provide several key insights into competency alignment among Echelon officials in Pasuruan Regency. The findings underscore both strengths and areas requiring improvement, offering a foundation for actionable recommendations.

Firstly, the educational attainment of Echelon officials is relatively high, with a majority holding postgraduate degrees. However, the moderate suitability score (3.5) indicates a potential mismatch between academic qualifications and job requirements. This aligns with Becker's Human Capital Theory, which emphasizes the necessity of aligning educational investments with practical job demands to enhance productivity.

The findings related to training adequacy reveal moderate effectiveness. While 40.5% of respondents frequently participated in training, 33.3% reported limited opportunities. This gap highlights the need for more frequent and targeted training programs, as supported by Baldwin and Ford's Training Transfer Theory. Training must be job-specific and continuous to bridge competency gaps effectively.

Skill-job alignment emerged as a critical issue, with 66.6% of respondents perceiving moderate suitability. This finding aligns with Boyatzis' Competency-Based Theory, which posits that job performance depends heavily on the congruence between skills and job roles. The results suggest a need for more dynamic role assignments that better leverage individual competencies.

Technology utilization is a relative strength, with 45.2% of officials demonstrating high proficiency. This is a promising indicator of readiness for digital transformation, as theorized by Davis' Technology Acceptance Model. The findings suggest that officials perceive technology as both useful and easy to use, contributing to its successful adoption in administrative processes.

One notable challenge is the uneven distribution of training opportunities. Officials with limited access to professional development programs are at a disadvantage, potentially widening competency gaps. Addressing this requires institutional support and resource allocation to ensure equitable access to training.

Another critical area is the alignment of competencies with organizational goals. The Dynamic Capabilities Framework underscores the importance of adaptability in aligning skills with evolving job demands. The study's findings suggest that while officials possess foundational competencies, there is a need for ongoing skill development to address emerging challenges.

The role of leadership in fostering competency alignment cannot be overlooked. Effective leaders can identify skill gaps and facilitate training initiatives. This aligns with the findings of Kaur and Singh (2019), who emphasized the role of leadership in competency-based human resource management.

The moderate suitability of job placements also reflects organizational inertia. Prabowo and Utami (2022) noted that rigid bureaucratic structures in Indonesia often hinder dynamic role assignments. Overcoming this requires systemic reforms to enhance flexibility in job placements.

Digital literacy emerged as a key competency, with high scores in technology usage. This aligns with the Digital Competency Framework, which identifies technological proficiency as essential for modern governance. The findings highlight the potential for leveraging digital tools to improve administrative efficiency.

Despite these strengths, the study reveals significant gaps in aligning job placements with individual interests and aptitudes. Motivational Fit Theory suggests that aligning roles

with personal interests enhances engagement and productivity. Addressing this requires more personalized role assignments.

The findings also emphasize the importance of experience in competency alignment. McKenzie and Woodruff's research highlights that experienced employees are better equipped to navigate job-specific challenges. The study underscores the need for mentoring programs to facilitate knowledge transfer.

A recurring theme is the importance of ongoing professional development. Huang et al. (2020) emphasized that targeted training significantly enhances employee performance. The study's findings support this, indicating that more robust training programs can address competency gaps effectively.

The implications for policymakers are clear. To optimize bureaucratic performance, there must be a focus on competency-based placements, continuous training, and leadership development. These interventions can enhance alignment and, by extension, organizational efficiency.

Lastly, the findings highlight the interplay between individual competencies and organizational culture. A supportive culture that values continuous learning and adaptability is essential for sustaining competency alignment. This aligns with the broader literature on organizational development.

In conclusion, the study provides a comprehensive understanding of competency alignment in Pasuruan Regency. By addressing the identified gaps, policymakers and administrators can enhance the effectiveness of public administration. Future research should explore the long-term impact of these interventions to build on the current findings.

5. CONCLUSION

This study underscores the importance of competency alignment in enhancing bureaucratic efficiency. The findings reveal both strengths and challenges in the current system, offering a roadmap for improvement.

First, the high educational attainment among officials highlights a well-qualified workforce. However, the mismatch between educational qualifications and job placements indicates the need for better alignment strategies.

Second, training adequacy remains a challenge, with uneven access and limited frequency. Policymakers should invest in more robust, job-specific training programs to bridge existing competency gaps.

Third, skill-job alignment requires significant improvement. Dynamic role assignments and competency-based placements can help optimize the utilization of individual skills within the organization.

Fourth, digital literacy is a key strength, reflecting readiness for modernization. Leveraging this competency can accelerate the adoption of technology-driven solutions in public administration.

Finally, leadership development and organizational reforms are essential for sustaining long-term improvements. Effective leadership can drive cultural changes that support continuous learning and adaptability.

6. LIMITATION

Despite its contributions, this study has several limitations that must be acknowledged. First, the reliance on self-reported data may introduce bias, as respondents' perceptions may not fully reflect reality. Future research should incorporate objective measures to validate these findings.

Second, the study is geographically limited to Pasuruan Regency, which may affect the generalizability of the results. Expanding the scope to include multiple regions could provide a more comprehensive understanding of competency alignment in Indonesia.

Third, the cross-sectional nature of the study limits its ability to capture changes over time. Longitudinal studies are recommended to evaluate the impact of interventions and track progress in competency alignment.

By addressing these limitations, future research can build on the insights provided here to develop more effective strategies for competency-based management in public administration.

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