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Enhancing Competency Development of the State Civil Apparatus in the Digital Era: Challenges and Strategies

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ABSTRACT
This study aims to analyze the design of appropriate strategies for competency development at BKPSDM Sarolangun Regency. The type of research used is qualitative research. The data collection process uses documentation, observation, and interviews. The data analysis technique uses SWOT analysis to identify the strategic model of team member competency development in BKPSDM Sarolangun Regency by analyzing external factors, namely opportunities and threats, and internal factors, namely strengths and weaknesses. The results showed that the total IFE score of 0.74 indicates that BKPSDM Sarolangun Regency has a relatively strong position in utilizing internal factors compared to existing weaknesses. The total EFE score of 0.60 suggests that BKPSDM Sarolangun Regency can use external opportunities to support competency development. These results show a structured strategy, using technology and providing adequate incentives; team member competence is hoped to develop significantly and positively impact performance and public services.

Keywords: Strategy, Competency Development, SWOT.

I.   Introduction

The State Civil Apparatus (ASN) is a key component in driving the wheels of government, so the capacity and competence of the ASN need to be developed on an ongoing basis to support the effectiveness of government institutions and the achievement of key development goals. Efforts to improve the capacity and qualifications of ASNs continuously require the preparation of a comprehensive Human Resources Development Plan, which is based on an analysis of competency needs that must be met as a direction for the implementation of the Human Resources/employee development program (Setiabudi, 2021). The rapid development of science and technology makes competitiveness higher; this requires increasing Human Resources' ability, especially ASN employees' ability to carry out their duties to serve the community. The competence of ASN employees plays a full role in responding to the challenges and dynamic changes of the times. These competencies can adversely affect organizational performance if the competencies ASN employees possess are not developed. ASN employees in Indonesia are a reflection of the condition of the

bureaucracy in Indonesia, and the improvement of the ASN body is an urgency to reduce obstacles in realizing the vision of Indonesia 2045.

Based on data from the Center for Administrative Policy Studies, the State Administrative Agency in 2020 states that there are still problems in ASN integrity; this can be seen from several deviant behaviors such as corruption, collusion, and nepotism (KKN) by ASN employees. Other information was also submitted by Sadik (2022), who stated that the competence of the apparatus resources of civil servants (PNS) in the district/city is not encouraging. This is seen from a management point of view of human capital due to low competency development. Implementing competency development through education and training, workshops, technical guidance, seminars, and others has not achieved the expected results in supporting the implementation of governance and public services. Some of the problems faced by district/city governments related to this, namely the analysis of competency development needs, are not by organizational needs. Then, competency development is not directly related to regional development goals, the need to improve the quality of public services, and the lack of budget allocations. There is a problem that a professional and qualified ASN, as stipulated in Law Number 5 of 2014 concerning State Civil Apparatus and required by all parties, is still a dream and not a reality (Komara, 2019).

Developing a competency framework that utilizes scientific and professional expertise can provide HR managers with ease of use and confidence in its application (Midhat Ali et al., 2021). Competency development can be carried out at the agency and national levels by ensuring that every civil servant has the same rights and opportunities by considering the results of the performance and competency assessment of the civil servant concerned (Khairani et al., 2023). Competency development in State Civil Apparatus (ASN) employees is primarily aimed at ensuring and maintaining the ability of employees to meet the qualifications needed to make an optimal contribution to the organization. All government agencies must implement competency development and all ASN rights. In order to increase competitiveness in the era of globalization, ASN also needs to update its knowledge of the latest science and technology. Law Number 20 of 2023 states that every ASN employee must continue to develop competence through continuous learning to remain relevant to the organization's needs (Santoso, 2021). This is also true in the regions, including Sarolangun District. Based on Sarolangun Regent Regulation Number 46 of 2022 concerning Competency Development for Servants in the Government of Sarolangun Regency Article 2 letter b BKPSDM to organize Competency Development in the region, the Regional Staffing Agency of Sarolangun Regency is certainly not easy in its implementation. Competent ASNs are needed as implementers of these functions. The State Civil Apparatus's professionalism level can be evaluated by measuring aspects of Performance, Qualifications, Competence, and Discipline. BKPSDM Sarolangun Regency has designed the Human Capital Development Plan (HCDP), or Competency Development Needs Analysis (AKPK) 2002-2026, as a strategic step to improve team member competence. This document is the main guideline for developing training and development programs that align with organizational needs so that employees can have relevant skills and knowledge to achieve work objectives. Through HCDP or AKPK, BKPSDM can identify competency gaps, set training priorities, and optimize existing training resources. This is expected to improve the quality of public services and strengthen organizational competitiveness. However, in its implementation, the application of HCDP is still not optimal, so the expected results have not been fully achieved.

Currently, BKPSDM Sarolangun Regency still has not adopted the Bangkom SIPKA application, and the management of employee competency development is still done manually or using a less integrated system. The Bangkom SIPKA application (Apparatus Competency Development Information System) is a digital platform designed to support the management of competency development of state civil apparatus (ASN) that supports innovation in improving ASN competency developers in the current digitalization 4.0 era (Susanto, 2022). Determination of employee competency development needs can show the minimum employee competency gap based on job competency standards. In addition, there is no employee competency development planning either in the short, medium, or long term, which impacts employee competency development only based on proposals from each employee. Competency development that is

only based on the proposals of each employee may have an impact on the type of competency development that is not based on the needs of the type of training that supports performance.

Based on the existing problems, it is necessary to have a competency development strategy for the organization. According to Fatimah and Tyas (2020), Strategy is a tool to achieve a competitive advantage. Ahmad (2020) also argues that strategy is a systematic step in carrying out a comprehensive (macro) and long-term plan for achieving goals. The existing strategy must produce employees who can meet the demands of the organization or related agencies' demands to achieve the goals. (Setiabudi & Anggraini, 2021). A good human resource development strategy will always follow the changing demands of existing needs. Every change comes with new demands from the organization, and the organization that can respond to these demands wins the competition. An important organizational program to improve human resources is training and development. Employee training and development programs are two identical concepts: training focuses on improving the ability to perform a specific job today, and development focuses on improving knowledge for future job performance through integration. Approaches in conjunction with other activities to change work behavior (Soeharso & Tripomo, 2020). To achieve this, as a regional organization in charge of policy development in apparatus capability development, the Sarolangun Regency Human Resources Development Agency plays a vital role. Therefore, this research aims to identify the competency improvement of state civil apparatus in the digital era, including challenges and strategies, especially in BKPSDM Sarolangun Regency.

II.   Literature Review and Hypothesis Development

2.1.   Human Resource Management

Human resources are an organization's most valuable asset as they are all organizational systems' operators, managers, producers, and designers. This is because they are the main force behind the organization's operations. (Aula et al., 2022). Rahman (2020) It states that human resources work within an organization (personnel, workforce, workers, or employees). While the definition of human resource management according to Emron et al (2020) Management focuses on maximizing the capabilities of its employees or members through various strategic steps in order to improve employee performance and optimize organizational goals. Budiyanto & Mochklas (2020) Human resource management is the process of planning, organizing, implementing, and controlling human resources in organizations to achieve goals effectively and efficiently. In Pragiwani et al (2020) Human resource management is the recruitment, selection, development, maintenance, and use of human resources to achieve individual and organizational goals. Human resource management is the science and skill of managing the relationships and functions of the workforce so that they can contribute effectively and efficiently to the realization of organizational, employee, and community goals. (Astarina & Sry, 2022).

2.2.   Competence

According to Arief & Nisak (2022)Competence is a guideline companies can use to show their employees the right job. Competence is the ability to perform or work according to one's position in a particular field. (Eksan & Dharmawan, 2020). In contrast, Nurjaya et al. (2021) state that competence is a person's ability to do or carry out his job based on the skills, knowledge, creativity, and practice that exist in him to produce the expected performance. Competence is a core component or top priority of a job. This is because competence is the main reason for doing a good job, fulfilling goals according to targets, meeting expectations, etc. (Rohmat, 2020). Competence of human resources is closely related to knowledge, skills, abilities, and personality characteristics. (Amahoru et al., 2024). Further Ismail Hajiali et al (2021) Competence has five indicators: Knowledge, understanding, value, skill, attitude, and interest. These competencies have essential characteristics: motives, attitudes, self-concept, knowledge, and abilities.

2.3. Competency Development

Competency development is acquiring and enhancing knowledge, skills, abilities, and other attributes essential for success in a particular job or role. (Kosasih et al., 2024). Competency development is also an effort to fulfill the competency needs of civil servants with job competency standards and career development plans. To develop ASN competencies, each government agency must prepare a competency development plan in the annual budget work plan for career development. ASN career development must consider competencies: 1) Technical competence measured by the level and specialization of education, functional technical training, and technical work experience. 2) Managerial competence as measured by education level, structural or management training, and leadership experience. 3) Socio-cultural competence as measured by work experience related to plural communities in terms of religion, ethnicity, and culture so that they have national insight (Lastiwi et al., 2022). Competency development is also influenced by organizational factors such as leadership style, organizational culture, and learning climate. Organizational leaders are expected to support digital transformation initiatives and create a culture of continuous learning. (Rumasukun, 2024).

2.4. Competency Development Strategy

An effective monitoring and evaluation system must complement the implementation of competency development strategies. (Mardianingsih et al., 2020). Organizations must regularly assess employees' progress in improving their competencies and identify areas requiring improvement or refinement. A robust monitoring and evaluation framework allows organizations to measure the effectiveness of their competency development initiatives, providing valuable insights into the impact of training programs and overall workforce growth. (Yimam, 2022). Competency development strategies can be through education and training, which in this context are academic degree and non-degree education, skill and attitude education (leadership education), and technical education and training (technical training) (Lastiwi et al., 2022).

III. Research Method

3.1. Type of Research

The method used in this research is a descriptive method with a qualitative approach. The qualitative approach, in this case, is a research procedure that produces descriptive data in the form of written or spoken words from people and behavior that can be observed. Therefore, the data is in words, sentences, or images, not numbers. (Nurrisa et al., 2025).

3.2. Data Collection Procedure

Informants in this study were selected based on employees who were considered to be directly involved in determining policies, understanding existing rules and issues, and involved in problems related to employee competency development strategies in BKPSDM Sarolangun Regency. Key informants consisted of 13 employees whom researchers interviewed to obtain more in-depth information about the analysis of employee competency development in BKPSDM. The selection of informants was based on the consideration that they are policymakers, implementers, and employees who receive competency development, with characteristics based on position, gender, and age. This was done to enrich views and perspectives on competency development in BKPSDM and obtain more reliable results. The parties used as informants in this study are described in the following table 1:

Table 1. List of Research Informants

No	Key Informant	Total	Destination	Key Informant Code
1	Head of BKPSDM	1	To explore information related to employee competency development policies of all BKPSDM Sarolangun employees, which are their duties and functions K1	K1
2	BKPSDM Secretary	1	To explore information related to the policy of providing employee competency development in one of the Secretariat fields at BKPSDM Sarolangun.	K2
3	Head of Apparatus Competency Development	1	To explore information related to the policy of providing employee competency development in one of the PKA fields at BKPSDM Sarolangun.	K3
4	Employees who have participated in competency development	2	To explore information related to employees who have carried out and participated in competency development by type of Education and Training.	K4, K5
5	Employees by type of position	3	To explore information related to employee competency development seen from the type of position Structural, Functional, Implementation	K6, K7, K8
6	Employees by Gender	2	To explore information related to the employee carcass based on the employee's point of view from gender Male or Female	K9,K10
7	Employees by age	3	To explore information related to Bangkok from the perspective of employees based on age, namely Generation X, millennials, and Gen Z.	K11, K12, K13

3.3. Data Collection Procedure

This research will use primary and secondary data. Primary data is obtained directly by researchers through observation, interviews, or self-measurement, while secondary data has been collected and processed by other parties. Primary data was obtained through interviews with research subjects covering several important topics regarding employee competency development at BKPSDM Sarolangun Regency. The primary data in this study are (a) the Employee Competency Development Process, (b) Employee response to competency development at BKPSDM Sarolangun Regency, (c) Types of competency development implemented, (d) The role of stakeholders in the implementation of competency development; (e) Conditions of Employee Competency Development at BKPSDM Sarolangun Regency. In addition to primary data, secondary data used in this study include several relevant supporting documents and information, including (a) Sarolangun Regent Decree on ASN competency development; (b) Circular Letter on Competency Development of Sarolangun Regency; (c) Profile of BKPSDM Sarolangun Regency; (d) Photos of competency development activities organized by BKPSDM in the last year; (e) Data on the number of ASN educational qualifications in BKPSDM Sarolangun Regency; (f) ASN IPASN Data of Sarolangun Regency for 2021-2023.

Data collection techniques in this study consisted of observation, interviews, and document studies. The observations were made using photovoice by taking photos at the BKPSDM office in Sarolangun Regency. Researchers also used pencils, ballpoint pens, and books to record or describe information obtained from direct observation of informants. For interviews, researchers used semi-structured interviews. The interview process was carried out by asking related questions to analyze the information obtained and recording or

recording the information. The duration of this interview was 30 minutes per informant, and tools such as mobile phones were used to record the interview results. In addition to interviews, this study collected relevant documents on implementing competency development in BKPSDM Sarolangun Regency.

3.4.   Data Analysis Technique

In this research, the analysis technique used is SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). According to Nazarudin (2020) SWOT analysis is a strategic planning method used to evaluate factors that affect achieving goals in the short and long term. The SWOT analysis technique is applied with a qualitative approach. SWOT analysis in this study was used to identify the strategic model of employee competency development in BKPSDM Sarolangun Regency by analyzing external factors, namely opportunities and threats, and internal factors, namely strengths and weaknesses.

IV.   Result and Discussion

4.1.   Employee Competency Development at BKPSDM Sarolangun Regency

Developing employee competence at BKPSDM Sarolangun Regency has been run with various programs and activities. However, from the interviews above, it can be seen that implementing employee competency development in BKPSDM Sarolangun Regency still faces various obstacles that hinder its optimization. One of the main challenges is the poorly structured training program and limited budget and supporting resources. In addition, employee motivation to participate in competency development programs is still relatively low, so it is an important concern for management. The BKPSDM government of Sarolangun Regency targets all employees to meet the minimum standard of 20 hours of training (JP) per year to support the increase in the ASN Professionalism Index (ASN IP). For this reason, planning improvements, training relevance, and efforts to build employee awareness of the importance of competency development are top priorities that must be carried out continuously. Competency development of BKPSDM employees of Sarolangun Regency can be seen from 5 competency characteristics: motives, attitudes, self-concept, knowledge, and skills.

1. Motive
    In the context of competency development at BKPSDM Sarolangun Regency, employees' motives to improve competence greatly influence their desire to participate in training or self-development. For example, employees with achievement motivation will continue to seek challenges in their duties, strive to improve performance, and feel responsible for achieving set goals. This is in line with expectations for achieving organizational goals. Based on the results of interviews, many employees still do not see the importance of training and self-development for their career advancement. Hence, participation in training programs is still relatively low. Planning has not been entirely appropriately structured, and employee motivation still needs to be improved; in implementing activities, there is still a lack of awareness and self-initiative in developing their respective competencies.

2. Attitude
    Although BKPSDM Sarolangun Regency has tried to develop positive and proactive attitudes among employees, the implementation has not been equitable or sustainable. The ESQ program that was implemented in 2018 was a strategic first step, but not all employees had the opportunity to participate. In addition, the current employee attitude evaluation is still verbal, and no written policy supports it. Alternatively, some employees are taught about proactivity and emotional control through other training, such as BLC (Building Learning Commitment). This demonstrates the need for a more structured, inclusive, and sustainable approach to ensure the development of proactivity and emotional control is an integral part of employee competency development.

3. Self-Concept

The development of the self-concept of BKPSDM employees of Sarolangun Regency still faces challenges, especially in improving the self-confidence and motivation of some employees. Although some employees show high confidence in their abilities, many still need further encouragement and guidance to develop their self-confidence. Although it has started to show a better direction, leadership commitment must be strengthened with maximum support, primarily through more structured and equitable training. Existing training and competency development programs have not fully reached all employees or been directed at improving their self-concept. Some employees active in competency development feel the leadership's attention but feel the support is still not optimal. However, some employees feel confident carrying out tasks according to their job descriptions. Therefore, there is a need for increased attention to all employees' overall development of self-concept.

4. Knowledge

The knowledge of employees at BKPSDM Sarolangun Regency is sufficient and relevant to the tasks assigned. Most employees understand their field and duties well, enabling them to work effectively. However, there is a strong awareness of the importance of updating knowledge, and some employees recognize that they still need to continue learning to meet challenges and changes. Leaders have also matched tasks with relevant knowledge through clear job descriptions for each employee, but there is still a need for further competency development. Although employee knowledge is sufficient, ongoing efforts are needed to ensure that knowledge is always up-to-date and relevant to developing existing tasks and policies.

5. Skills

The abilities of BKPSDM employees in Sarolangun Regency generally follow the assigned tasks. Informants emphasized the importance of developing technical and soft skills through training to improve work effectiveness. The dominance of generations Y and Z brings the advantage of technological adaptation but still requires more focused technical training. In addition, work experience supports skill development, but continuous competency improvement is needed to face more complex challenges.

4.2. Competency Development Strategy Using SWOT

SWOT analysis is divided into two: internal analysis of strengths and weaknesses and external analysis of opportunities and threats. Analyze these two factors by giving weights and ratings to each factor affecting the development strategy. Analysis using weights and ratings to determine the influence of each factor. The following are the results of the IFE and EFE analysis calculations:

Table 2. Internal Factors Evaluation (IFE) Calculation

No	Strategic Factors	Weight	Rating	Weight x Rating
	Strength (S)			
1	Leadership Commitment to Competency Development	0.15	4	0.60
2	Adequate Training Facilities	0.13	4	0.52
3	Sufficient Understanding of Employee Knowledge	0.12	3	0.36
4	Good Technology Adaptation	0.10	4	0.40
5	Integrated Training Resources	0.10	3	0.30
	Sub Total 1	**0.60**		**2.18**
	Weaknesses (W)			
1	Lack of Employee Awareness and Initiative	0.14	2	0.28
2	Inequality of Access to Training	0.12	2	0.24
3	Inadequate Programme Implementation	0.14	2	0.28
4	Inconsistent Attitude Development	0.10	2	0.20
5	Limited Training Time	0.12	2	0.24

No	Strategic Factors	Weight	Rating	Weight x Rating
6	Lack of Written Policy on Evaluation	0.10	2	0.20
	Sub Total 2	**0.72**		**1.44**
	Total			**0.74**

Based on the IFE analysis in Table 2, the total IFE score of 0.74 indicates that BKPSDM Sarolangun Regency has a relatively strong position in utilizing internal factors compared to existing weaknesses. However, to increase the effectiveness of employee competency development, BKPSDM needs to focus on improving weaknesses, such as increasing employee awareness and initiative through socialization and motivation and improving the implementation of training programs to be more structured and equitable. This step is expected to support the development of employee competencies more optimally.

Table 3. External Factors Evaluation (EFE) Calculation

No.	Strategic Factors	Weight	Rating	Weight x Rating
	Opportunity (O)			
1	Technology Development and Digitalisation	0.15	4	0.60
2	Support from the Central Government and National Policy	0.13	4	0.52
3	Growing HR Development Needs	0.12	4	0.48
4	Collaboration with Educational and Professional Institutions	0.10	3	0.30
5	Increased Awareness of ASN Competency Development	0.10	3	0.30
	Sub Total 1	**0.60**		**2.20**
	Threats (T)			
1	Budget and Resource Limitations	0.14	2	0.28
2	Rapid and Unexpected Policy Changes	0.12	2	0.24
3	Generational Differences and Learning Styles	0.12	2	0.24
4	Lack of Employee Motivation and Participation	0.12	2	0.24
5	High Employee Workload	0.10	2	0.20
6	Reliance on Face-to-Face Training	0.10	2	0.20
7	Competition with other agencies	0.10	2	0.20
	Sub Total 2	**0.80**		**1.60**
	Total			**0.60**

Based on the EFE analysis in Table 3, the total EFE score of 0.60 indicates that BKPSDM Sarolangun Regency is in a good position to use external opportunities to support competency development. However, several threats need to be considered so that success can be maintained. For this reason, BKPSDM must utilize opportunities such as technological developments and government policy support more effectively. On the other hand, they must also overcome threats, such as budget limitations and challenges in maintaining employee motivation, so that competency development programs can run optimally and sustainably. Based on the results of the IFE-EFE analysis, the following equation is used to determine the X and Y factors that become inputs in the strategic matrix. The equation is as follows: Figure 1.

Based on Figure 1, The IFE and EFE quadrants show a value of X = 0.74 (positive) and Y = 0.60 (positive); the position is in Quadrant I; it can be concluded that BKPSDM Sarolangun Regency is in Quadrant I, which indicates an aggressive strategy. This means that the organization needs to take advantage of internal strengths to maximally capture external opportunities, such as taking advantage of government policy support and technology to improve competency development programs.
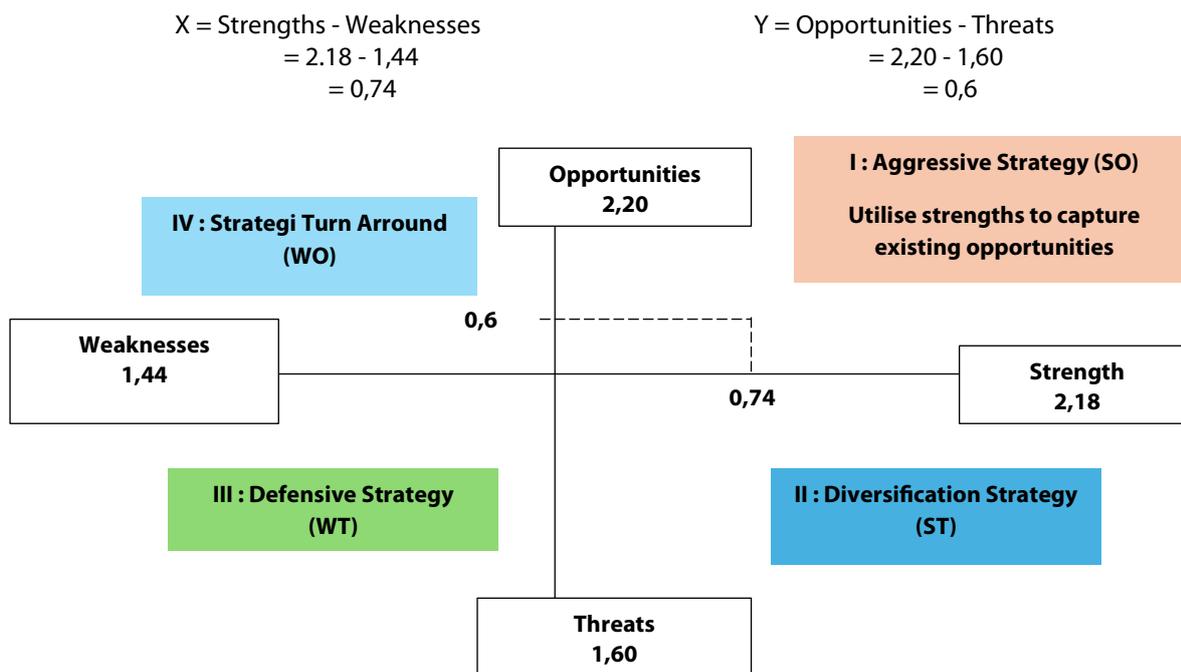
X = Strengths - Weaknesses
= 2.18 - 1,44
= 0,74

Y = Opportunities - Threats
= 2,20 - 1,60
= 0,6

Opportunities
2,20

I : Aggressive Strategy (SO)

Utilise strengths to capture existing opportunities

IV : Strategi Turn Arround (WO)

0,6

Weaknesses
1,44

0,74

Strength
2,18

III : Defensive Strategy (WT)

II : Diversification Strategy (ST)

Threats
1,60

Figure 1. IFE and EFE quadrants

From the results of the IFE-EFE analysis, several employee competency development strategies were formulated at BKPSDM Sarolangun Regency as follows:

1. Strategies that link Strength and Opportunity (SO):
    a) Enhance technology-based training to provide flexibility in competency development.
    b) Expand partnerships with external education or training institutions to provide additional training.
    c) Optimising central government support and national policies to accelerate the implementation of training programs.
2. Strategies that link Strength and Threat (ST):
    a) Adapt training programs to dynamically changing government policies.
    b) Optimise the use of training facilities to overcome budget constraints.
    c) Improve technology adaptation to deal with generational differences and learning styles.
3. Strategies that link Weakness and Opportunity (WO):
    a) Organise digital-based training to overcome limited access to training.
    b) Develop an incentive policy to encourage employees to be more active in attending training.
    c) Increase the quantity and quality of human resources through collaboration with professional institutions.
4. Strategies that link Weakness and Threat (WT):
    a) Improve time management so employees can attend training without interfering with their primary duties.
    b) Improve internal communication to build employee awareness and motivation.
    c) Optimising program evaluation to ensure training is practical.

The final stage of strategy analysis is to select the most suitable strategy to implement. In this context, the SO strategy is the top priority in capitalizing on internal strengths and external opportunities. The prioritized SO strategies are:

1. Increase technology-based training.
2. Expand partnerships with external education or training institutions.
3. Optimise central government support and national policies.

Table 4. Strategy Matrix SWOT

Internal / External	Strength (S)	Weakness (W)
	1. Leadership Commitment to Competency Development 2. Adequate Training Facilities 3. Sufficient Understanding of Employee Knowledge 4. Good Technology Adaptation 5. Integrated Training Resources	1. Lack of Employee Awareness and Initiative 2. Inequality of Training Access 3. Inadequate Programme Implementation 4. Inconsistent Attitude Development 5. Limited Training Time 6. Lack of Written Policy on Evaluation
Opportunity (O) 1. Technology Development and Digitalisation 2. Support from the Central Government and National Policy 3. Growing HR Development Needs 4. Collaboration with Educational and Professional Institutions 5. Increased Awareness of ASN Competency Development	**S-O Strategy** 1. **Increase technology-based training**: Utilise existing training facilities by using technology to provide more flexible training. 2. **Expand partnerships with external training institutions**: Increase collaboration with educational or training institutions to provide additional, more varied training.	**W-O strategy** 1. **More flexible training**: Organise digital-based training that allows employees to attend training remotely. 2. **Incentive policy development**: Create a policy that rewards employees active in competency development.
Threat (T) 1. Budget and Resource Limitations 2. Rapid and Unexpected Policy Changes 3. Generational Differences and Learning Styles 4. High Employee Workload 5. Reliance on Face-to-Face Training 6. Competition with Other Agencies	**S-T Strategy** 1. **Adapt training to deal with policy changes**: Adapt existing training programs to respond to dynamically changing government policies. 2. **Optimising training facilities**: Utilise existing infrastructure more efficiently to overcome budget constraints and ensure training continues.	**W-T strategy** 1. **Improve time management**: Manage employees' workloads to have enough time to attend training without interfering with their primary duties. 2. **Improve internal communication**: Improve communication to build awareness and motivate employees to be more active in training despite external threats, such as high workloads.

4.3.   Draft Employee Competency Development Strategy at BKPSDM Sarolangun Regency

Table 5. Employee Competency Development Plan Timeline

Stage	Description	Implementation Time
1. Identification of Competency Needs	Develop an analysis of employee competency needs and gaps	1-2 months

Stage	Description	Implementation Time
2. Training Programme Development	Determine the appropriate type of training and create a curriculum	2-3 months
3. Training Programme Implementation	Start implementing training (online and face-to-face)	3-6 months
4. Incentive and Award Policy	Develop incentive and certification policy	2 months
5. Monitoring and Evaluation	Evaluate the results of training and performance implementation	Every 3 months
6. Infrastructure Strengthening	Improve training facilities and infrastructure	6 months and ongoing
7. Evaluation System Development	Develop a performance-based reporting and assessment system	6 months and ongoing

The design of the employee competency development strategy at BKPSDM Sarolangun Regency aims to provide a strong basis for improving employee quality and supporting organizational success. By implementing a structured strategy, using technology, and providing adequate incentives, employee competencies are expected to develop significantly and positively impact performance and public services.

V.   Conclusion

Based on the results of the analysis, it can be concluded that the Employee Competency Development strategy carried out by BKPSDM Sarolangun Regency has strong internal strengths, such as leadership commitment, adequate training facilities, and sound technology adaptation. However, weaknesses such as lack of employee awareness, inequality of training access, and program implementation that has not been maximized need to be improved immediately to increase the effectiveness of competency development. Overall, employee competency development at BKPSDM Sarolangun Regency requires a more comprehensive and structured approach. Referring to the five characteristics of competence, improving motives, attitudes, self-concept, knowledge, abilities, and use of technology should be a significant concern for leaders in designing a more effective and comprehensive competency development program.

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