

Factors inhibiting the promotion of civil servants at the department of education in Mimika Regency

Naomi Karapa¹, Elsyan R. Marlissa², Transna Putra Urip³
Universitas Cenderawasih, Jayapura, Papua, Indonesia^{1,2,3}
naomikarapa1112k@gmail.com



Article History

Received on 13 July 2025
1st Revision on 20 August 2025
Accepted on 22 August 2025

Abstract

Purpose: This study aims to identify and analyze the factors inhibiting the promotion of civil servants at the Department of Education in Mimika Regency, focusing on structural, bureaucratic, and non-technical barriers that affect fairness and effectiveness. Design/methodology/approach:

Research/methodology: A mixed-methods approach was used, combining quantitative data (descriptive and inferential statistics such as Pearson correlation and ANOVA) with qualitative insights from semi-structured interviews and focus group discussions (FGDs). The study involved 74 civil servants selected from a population of 91 using Slovin's formula, with triangulation applied to ensure the data validity.

Results: The findings show that complex bureaucracy, unclear implementation of promotion policies, and weak dissemination are key structural barriers. Non-technical factors, including favoritism, interpersonal relations, and internal politics, also significantly influenced promotion outcomes. Competence alone proved insufficient, as subjective judgments and limited access to training opportunities also affected the results.

Conclusions: Promotions in the Mimika Education Office are hindered by bureaucratic complexity, unclear policies, and non-technical factors such as favoritism and politics. Competence is insufficient, as limited training access and unequal opportunities persist. A transparent, merit-based system is essential for improving fairness, motivation, and organizational performance.

Limitations: This study was limited by its focus on a single office, which may not represent other institutions. Incomplete budgetary data also constrain financial analyses.

Contribution: This research enriches public sector HR studies by showing how bureaucracy and sociocultural dynamics intersect in career development, offering policy input for transparent, merit-based promotion and competency development in remote regions such as Mimika.

Keywords: *Civil Servants, Organizational Structure, Personnel Policy, Professional Development, Promotion*

How to cite: Sobirovich, R. N. (2025). Analysis of the social and political views of Mirza Sirodj and his work: "Tuhafi Ahli Bukhara" (Gifts to the people of Bukhara). *Dynamics of Politics and Democracy*, 5(1), 47-63.

1. Introduction

The issue related to the promotion of Civil Servants (PNS) at the Education Office of Mimika Regency has become a serious concern, particularly due to various obstacles that affect the efficiency and fairness of the promotion process. These issues include the ineffective implementation of local policies, the exhausting complexity of bureaucracy, and the uneven distribution of ranks that causes stagnation in

the organizational structure (Ciobanu & Androniceanu, 2015). As previously stated by earlier research, poorly structured policies can be a significant cause of delays in promotions and career advancement for PNS (Dharmanegara, Sitiari, & Adelina, 2016). In this context, the accumulation of employees in certain ranks indicates inefficiency in human resource management, resulting in many employees not receiving promotions for several years. The situation on the ground further reinforces the urgency of this study. The promotion process at the Education Office of Mimika Regency is often hampered by bureaucratic and administrative hurdles, causing many employees to feel frustrated with the process. Complaints about unfairness and lack of transparency in the promotion procedure have emerged, raising negative perceptions of favoritism and discrimination (Susanty, 2022). This obstacle is worsened by sociocultural and geographical factors in Mimika, such as limited access to professional training due to extreme geographical challenges, which affects employees' ability to enhance the competencies necessary for promotion (Agustina, 2021).

This research is essential for comprehensively identifying and analyzing the barriers to PNS promotions at the Education Office of Mimika Regency. This study will provide insights into how local policies, organizational structures, and various sociocultural and geographical factors influence the promotion process (Ahmadi, 2022; Fahmi, 2022). With a better understanding of these conditions, evidence-based solutions can be formulated to improve the promotion system and enhance its efficiency and fairness. This research addresses a gap in the literature, which still lacks exploration of the local contextual influences on human resources in the education sector (Aji, 2022). The core problem observable from this context is the inefficiency in the promotion process due to ineffective local policies, complicated bureaucracy, and lack of sustainable competency development programs. This has led to stagnation and affected overall organizational performance (Maulana, 2021). Unsupported organizational structures, inadequate budget allocations, and sociocultural challenges in Mimika Regency further complicate the issue (Rahayu, 2023). As found in research, the implementation of ineffective policies contributes to low employee motivation and a decline in institutional performance (Darnawati, Ismail, & Aminah, 2021).

Initial data indicate the need for a holistic approach to the problem. The first study, which utilized quantitative data, revealed an imbalance in rank distribution and a low promotion rate over the last five years. Only a small proportion of employees receive promotions, and these are often not correlated with competency or work performance (Subhi, 2020). A deeper analysis showed that few employees participated in training and competency development programs, ultimately affecting their readiness for promotion (Fayatunisyah & Wulandari, 2023). A second qualitative study described employee perceptions that the promotion system is unfair, filled with favoritism, and lacks support for career development. Non-technical factors, such as interpersonal relationships and discriminatory policies, have been identified as significant barriers (Sakiman, 2019).

From these findings, it can be concluded that the combination of the organizational structure's inability to support career development, unjust policies, and sociocultural barriers constitutes the root problem. This study is expected to offer solutions for improving administrative processes and increasing access to relevant training programs. With evidence-based recommendations, improvements to the staffing system are expected to positively impact organizational performance and employee motivation at the Education Office of Mimika Regency. This research is important because it can improve the effectiveness of the staffing system (Irianto, Ratnawati, & Tyas, 2023). With a deeper understanding of the barriers, more effective policies can be designed to ensure fairer and more transparent promotions (Saputra, Endra, & Erlangga, 2022). Second, this research will help address the sociocultural and geographical challenges that have often been overlooked. By considering local factors, the formulated solutions will be more relevant and implementable (Fayatunisyah & Wulandari, 2023; Subhi, 2020). Third, this study will support the improvement of educational services, where PNS, particularly teachers, play a key role in the quality of learning. Motivated and professionally developed teachers can enhance students' learning achievements, providing long-term benefits for the people of Mimika Regency.

2. Literature Review

2.1 Human Resource Management Theory

Human Resource Management (HRM) plays a crucial role in the effectiveness of public sector organizations, including improving the performance and motivation of PNS through a fair and transparent promotion system (Basuki, 2023). Modern HRM theory emphasizes a strategic approach that views employees as valuable assets (human capital) that must be developed optimally to achieve organizational goals (Syuhada & Putra, 2024). In this approach, HR management is not just operational but is designed to create a productive and innovative work environment (Zhafira, 2024). Investment in human capital through training programs, performance-based evaluations, and merit-based promotion policies is essential to ensure the sustainability and competitiveness of organizations, especially in a bureaucratic environment (Maggara & Syamsir, 2024).

In the context of governmental organizations, such as the Education Office of Mimika Regency, the development of human capital includes specific strategic efforts. This includes competency-based recruitment and selection to ensure that recruited employees have relevant skills, as well as the implementation of continuous training and development programs to retain and enhance employees' abilities. Additionally, an objective and measurable performance evaluation system is key to ensuring a fair and performance-based promotion process (Aisyah, Magdalena, Sihombing, & Afnira, 2024). By applying effective HRM theory, it is expected that employee performance will improve, innovation will be stimulated, and a positive organizational culture will be formed, ultimately creating a more efficient and responsive staffing system in the public sector.

2.2 Bureaucracy Theory and Organizational Efficiency

Bureaucracy theory describes an ideal organization characterized by a clear hierarchical structure, specialized division of labor, strict rules and procedures, and impersonal work relationships. Bureaucracy is capable of enhancing organizational efficiency by providing a structured and predictable system, minimizing errors, and ensuring consistency in decision-making (Said, Achnopa, Zahar, & Wibowo, 2019). Winurini (2023) states that while bureaucracy can create order, it can also lead to excessive rigidity, hinder innovation, and reduce human relationships within an organization. Organizational efficiency in the context of bureaucracy refers to achieving goals with minimal resource use (Firdaus & Hasbullah, 2019). Bureaucratic structures can improve efficiency by coordinating complex activities and reducing conflicts between work units (Mulianty & Ahmadi, 2024). An overly rigid bureaucratic structure can limit flexibility and innovation, which in turn hinders the operational efficiency. Bureaucratic rigidity can become a barrier in situations that require rapid adaptation or decisions that cannot be managed solely through formal procedures (Irawan & Armadani, 2021).

2.3 Work Motivation and Career Development Theory

Work motivation theory provides an understanding of the factors that influence individuals' hard work to achieve organizational goals. One of the most relevant theories in this context is the Expectancy Theory, proposed by Vroom (1964). Vroom states that a person's motivation is influenced by three components: expectancy (the belief that their effort will result in good performance), instrumentality (the belief that good performance will lead to rewards), and valence (the value that the individual places on the reward) (Sari & Candra, 2020). For Civil Servants (PNS), promotions are considered a reward with high valence because they are linked to recognition, increased responsibility, and greater financial benefits (Anandita, Baharudin, & Mahendri, 2021). Previous research has highlighted the importance of work motivation and career development in improving employee performance and retention. Cowen, Rink, Cuypers, Grégoire, and Weller (2022) show that intrinsic motivation, such as job satisfaction, is positively related to employee performance and commitment. Therefore, this study aims to fill the gap in the literature by exploring how work motivation and career development theories can be applied to understand the challenges faced by PNS at the Education Office of Mimika Regency, considering contextual factors such as local policies and sociocultural dynamics (Halisa, 2020).

2.4 Socio-Cultural Influence on Professional Development

Socio-cultural factors play a significant role in shaping individual behavior, values, and norms, including those in the workplace. Cultural dimensions, such as individualism vs. collectivism, power

distance, and uncertainty avoidance, influence organizational behavior (Agustin & Purwanto, 2023). In terms of professional development, social values and norms play a crucial role in motivating individuals to learn, grow and achieve success (Safiri, 2022). This concept suggests that a collectivist culture that emphasizes cooperation and harmony can influence an individual's motivation to achieve personal or organizational goals. For Civil Servants (PNS) in Indonesia, including those in Mimika Regency, social culture, such as respect for seniority and the importance of interpersonal relationships, greatly influences motivation and performance. Marthalina (2021) highlights that social support from supervisors and colleagues significantly impacts work motivation and employee performance. However, Muspawi (2020) indicated that non-technical factors, such as personal closeness and patronage, can influence the promotion process, leading to unfairness and a lack of transparency in promotions. This study aims to fill the gap in the literature by analyzing how the prevailing social values and norms in Mimika, including local culture and informal practices, affect professional development and the promotion of PNS at the Education Office of Mimika Regency (Dahlan, Arafat, & Eddy, 2020; Syarifuddin & Marliana, 2022).

2.5 Civil Servant Promotion Policy

The promotion policy for Civil Servants (PNS) in Indonesia is regulated by Law Number 5 of 2014 on the State Civil Apparatus (ASN) and Government Regulation Number 11 of 2017 on Civil Servant Management. The purpose of this policy is to reward PNS for their work performance and service and to encourage increased competency and professionalism. One important aspect of this policy is promotion based on work tenure, performance appraisal, and the achievement of credit points for functional positions, as outlined in Article 79 of ASN Law. For teachers and education personnel, the Ministry of Education and Culture (Kemendikbud) has issued additional regulations, such as Ministerial Regulation Number 16 of 2019, which explains the requirements and procedures for promotions in the functional positions of teachers. At the Mimika Regency level, this policy was applied with adjustments to local conditions.

The Regional Regulation of Mimika Regency Number 5 of 2022 on Regional Financial Management provides additional provisions, including incentives and special allowances for PNS holding certain functional positions, such as teachers and educational personnel. However, in practice, the implementation of the promotion policy in Mimika still faces various challenges, including budget limitations, complex bureaucratic procedures, and limited access to professional training and development programs in the region. These barriers result in many PNS meeting the administrative requirements but failing to meet the competency development criteria necessary for promotions. Performance appraisal and the achievement of credit points are key factors affecting promotion; however, their implementation is still hindered by a lack of transparency. The lack of objectivity and monitoring worsens the effectiveness of policies in the region. Limited access to training and professional development is a serious constraint, especially in remote areas such as Mimika Regency. This study aims to fill this gap in the literature by analyzing how the promotion policy is implemented in Mimika Regency, exploring the challenges faced, and suggesting solutions that could be implemented to improve the effectiveness of the PNS promotion system.

3. Research Methodology

The research methodology used in this study is a mixed-methods approach, which combines quantitative and qualitative methods to gain a comprehensive understanding of the factors hindering PNS promotions at the Education Office of the Mimika Regency. The quantitative approach is used to analyze numerical data, such as rank distribution, tenure, and promotion success rates, using descriptive and inferential statistical techniques, such as Pearson correlation and linear regression tests. Meanwhile, a qualitative approach was utilized to explore in-depth perceptions, experiences, and views of PNS through semi-structured interviews, Focus Group Discussions (FGD), and non-participant observations. This research was conducted at the Education Office of Mimika Regency, involving PNS of various ranks and positions as research subjects.

Primary data were obtained through questionnaires, interviews, observations, and FGDs, while secondary data were collected from official documents such as regional government policies, personnel

reports, promotion archives, and regulations related to promotions. The sampling technique used was purposive sampling for interviews with key informants (such as department heads and personnel officers) and stratified random sampling for distributing questionnaires to PNS. From a population of 91, the sample size was determined using Slovin's formula at a 5% margin of error, resulting in 74 respondents. Quantitative data were analyzed to describe general trends and test the hypotheses, while qualitative data were analyzed using data reduction, presentation, and conclusion drawing techniques. To enhance the validity of the research findings, triangulation between the methods and data sources was performed. The operational definitions of the variables include the implementation of local policies, organizational structure effectiveness, non-technical factors (such as discrimination and interpersonal relationships), employee competencies, and the effectiveness of training and professional development budget allocation. The analysis results are expected to provide a holistic picture of the structural and cultural barriers in the PNS promotion system at the Education Office of the Mimika Regency.

4. Results and Discussions

4.1 Research Results

4.1.1 Quantitative Data Processing

a) Descriptive Statistics Test

1) Frequency and Percentage Distribution

The Frequency and Percentage Distribution provides an overview of respondents' answers to each question.

- a. Responses varied considerably regarding promotion policies, bureaucracy, competency factors, and interpersonal relationships.
- b. Some questions had a more homogeneous response tendency (e.g., many respondents rated 3 or 4, indicating neutrality or agreement on the Likert scale).
- c. The most commonly cited obstacle to promotions was the complicated bureaucracy and the lack of policy socialization

2) Mean and Standard Deviation

The mean and standard deviation show the general tendency and variation in the respondents' responses.

- a. The mean indicates the average response for each question. If a factor has a high mean (close to 5), it means that the majority of respondents agree with the statement.
- b. The standard deviation (SD) measures the variation in the respondents' answers. A low SD indicates that most participants had similar views.
- c. Some factors had high means and low SDs, such as "Good relationships with supervisors affect promotions" and "Office politics hinders promotions," indicating that many respondents had similar experiences with these issues.

3) Crosstab Analysis

Crosstab Analysis: looks at the relationship between age and understanding of promotion policies.

The results of the Crosstab: Age and Understanding of Promotion Policies

1. Most respondents aged 25-29 years gave a score of 3 for understanding the policy
 - a. This indicates that their understanding was moderate (neither very good nor poor).
 - b. Only a few younger respondents scored 4 or 5 (good/very good understanding).
2. Respondents aged 26 years had more variation in their ratings.
 - a. Some gave a score of 1 (very poor understanding), and others gave 3 (moderate understanding).
 - b. This shows that the understanding of the policy in this group varied widely, likely depending on their work experience and access to information.
3. Respondents aged 28 had a higher understanding than other age groups.
 - a. Most of them scored 3 or 4.
 - b. This could indicate that this age group is becoming more exposed to the rules and experiences of promotions.
4. No respondents gave a score of 5 (very good understanding of the policy) in most age groups. This confirms that no particular age group has a significantly better understanding of the policy than others..

Here is the visualization of the relationship between age and understanding of promotion policies. This graph shows the distribution of understanding scores by age.

1. Variation within Each Age Group
The 28-year-old group had more responses in categories 3 and 4, indicating a better understanding than the other age groups. The 26-year-old group had a more varied spread of answers, with some respondents giving scores of 1 (very poor understanding).
2. Most Respondents Gave a Score of 3
This indicates that most employees have a fair understanding of the promotion policy but have not fully understood it (scores of 4 or 5).
3. Younger Age Group and Lower Understanding
The 25-26 year age group tended to have some respondents giving lower scores (1 or 2), which suggests the need for better policy socialization among younger employees.
4. No Dominance of Score 5
No age group showed a dominance of a very good understanding (score of 5) of the policy.

There is no clear trend that as a person gets older, their understanding of the promotion policy improves. The understanding of the policy seems to be influenced more by other factors, such as policy socialization, work experience, and access to information, rather than age alone. Therefore, the Education Office should increase the socialization of promotion policies across all age groups, especially for younger employees who may still lack an understanding of this process..

a) Inferential Statistics:

1) Correlation Test (Pearson & Spearman)

Pearson Correlation ($r = 0.033$, $p = 0.777$)

The correlation value was very small, indicating no significant relationship between age and understanding of the promotion policy. This indicates that age is not a major factor in determining how well a PNS understands the promotion policy.

Spearman Correlation ($r = 0.048$, $p = 0.681$)

Similar results to Pearson, reinforcing the conclusion that the level of understanding of the policy does not depend on age.

2) Uji ANOVA (Differences in Understanding of the Policy Based on Tenure)

P-Value = 0.808

There was no significant difference between the PNS groups based on their work tenure in terms of understanding the promotion policy. This means that employees with short and long tenures have a relatively similar understanding of the policy..

Based on the analysis above, it can be concluded that complex bureaucracy and a lack of policy socialization are the main barriers to PNS promotions at the Education Office of the Mimika Regency. There is no relationship between age and understanding of the policy, meaning that this factor is more influenced by information and socialization than work experience. There is no significant difference in policy understanding between PNS with varying work tenures, showing that seniority does not guarantee a better understanding of promotion policies. Interpersonal factors, such as relationships with superiors and office politics, have a strong influence, indicating that non-technical aspects, such as the work environment, play a significant role in promotions.

4.1.2 Qualitative Analysis

a) Interview Transcription

The analysis of the interview transcriptions aimed to identify the factors that hindered PNS promotions at the Education Office of Mimika Regency. The results of the interview transcription analysis were grouped according to major themes related to the factors hindering PNS promotion.

1. Understanding of Promotion Policies

"I understand that the promotion policy follows the existing regulations, but the implementation doesn't always align with the provisions." (PNS 1)

"I know that promotions depend on work tenure and performance evaluations, but there are some unclear aspects in the procedure." (PNS 2, 3, 4)

"The promotion policy essentially aims to improve the quality of employees, but many feel they do not receive enough information." (PNS 5).

Key Finding: Most respondents understood the basics of the promotion policy, but there were differences in their understanding of the detailed procedures and implementation.

2. Main Barriers to Promotions

"For me, the biggest obstacle in promotion is the complicated bureaucracy and the long processing time." (PNS 1, 2, 3, 4)

"I have difficulty handling the documents needed for promotion because there are often administrative issues that delay the process." (PNS 5)

Key Finding: Complex bureaucracy and delays in administrative processing are the main barriers to PNS promotions.

3. Fairness and Transparency in Rank Distribution

"I feel that the rank distribution is still not fully transparent; sometimes subjective factors affect the process." (PNS 1, 3, 4)

"In general, I see that rank distribution tends to favor those who have closer relationships with their superiors." (PNS 2, 5)

Key Finding: Many respondents felt a lack of transparency in rank distribution, particularly regarding subjective factors and personal relationships.

4. Impact of Rank Distribution System on Motivation and Performance

"I still try to maintain my performance even though the promotion system feels unfair." (PNS 1)

"When promotions do not go as expected, I feel less motivated to improve my performance." (PNS 3, 4)

Key Finding: Work motivation for some employees decreases due to uncertainty in the promotion system, although some employees still maintain their performance.

5. Career Path Clarity in the Organizational Structure

"On paper, the career path seems clear, but in practice, there are many obstacles." (Civil Servant 1, 3, 4)

"I feel that the career path is clear enough, but there are still employees who struggle to navigate the promotion process." (Civil Servant 2, 5)

Key Finding: Most employees feel that the career path is clear in theory, but in practice, it remains difficult for many employees.

6. Effectiveness of the Performance Appraisal System

"The existing performance appraisal system is quite helpful, but it doesn't adequately consider the real-world work aspects." (Civil Servant 1, 5)

"I feel that the performance appraisal system still contains subjective elements and sometimes does not reflect employees' real contributions." (Civil Servant 2, 3, 4)

Key Finding: Respondents believe that the performance appraisal system is not fully objective and transparent in determining promotions..

7. Availability of Budget for Professional Development

"There is a budget for professional development, but access to it is still limited." (Civil Servant 1, 5)

"I feel that the budget is adequate, but its distribution is still uneven." (Civil Servant 2, 3, 4)

Key Finding: Although there is a budget for professional development, its distribution is not optimal, and access remains limited for some employees in the organization.

8. Transparency and Effectiveness of Budget Allocation

"I feel that the budget is used effectively, but there is still room for improvement in its transparency." (Civil Servant 1, 2, 3)

"The budget allocation for professional development is still not evenly distributed among all employees." (Civil Servant 4, 5)

Key Finding: The distribution of the budget is not fully transparent, and its effectiveness must be improved..

9. Relevance of Competencies to Promotion Requirements

"Although I have the required competencies, sometimes promotions are influenced by other factors." (Civil Servant 1, 3, 4, 5)

"Competencies are important in promotions, but other factors like recommendations from superiors also play a major role." (Civil Servant 2)

Key Finding: Competency is an important factor; however, in practice, other factors such as internal policies and relationships with superiors also have a significant influence..

10. Influence of Non-Technical Factors on Promotions

"Non-technical factors such as leadership policies and office politics often influence promotions." (Civil Servant 1, 2, 3)

"I believe that, in addition to competencies, non-technical factors like proximity to leadership can determine promotions." (Civil Servant 4)

"In some cases, promotions are not only based on performance and experience but also on relationships with leadership." (Civil Servant 5)

Key Finding: Non-technical factors, such as interpersonal relationships, leadership policies, and office politics, play a significant role in the promotion process.

Based on the interview transcriptions, it can be concluded that the main obstacles to promotions for civil servants in the Mimika District Education Office include complex bureaucracy, lack of transparency in rank distribution, a subjective performance appraisal system, and the influence of non-technical factors such as office politics and leadership policies. To address these issues, reforms in promotion procedures are needed to make them more transparent, objective, and based on real performance, as well as to improve the socn of policies to employees.

b) Thematic Analysis

Thematic analysis was used to identify the factors hindering civil servants' promotions in the Mimika District Education Office. In this thematic analysis, I grouped respondents' answers into five main themes based on the interviews. The grouping uses a coding approach, where answers are categorized based on similar meanings and concepts.

1. Implementation of Local Promotion Policies

Coding: Policy Understanding, Regulatory Barriers, Lack of Socialization

"I understand that the promotion policy follows the existing rules, but its implementation does not always align with the regulations." (Civil Servant 1)

"The promotion policy aims to improve employee quality, but many feel they do not receive enough information." (Civil Servant 5)

"I know that promotions depend on work experience and performance assessments, but some aspects of the procedure are unclear." (Civil Servants 2, 3, 4)

Key Finding: Many employees understand the promotion policy in general, but challenges remain in implementation and policy socialization. Employees feel that they lack detailed information about the promotion procedure.

2. Distribution of Rank and Class

Coding: Fairness, Transparency, Employee Motivation

"I feel that rank distribution is still not fully transparent; sometimes, subjective factors influence the process." (Civil Servants 1, 3, 4)

"Generally, I see that rank distribution tends to favor those with closer relationships with superiors." (Civil Servants 2, 5)

"When promotions do not go as expected, I feel less motivated to improve my performance." (Civil Servants 3, 4)

Key Finding: Rank distribution is still perceived as subjective and lacks transparency in the process. Employee motivation may decrease when promotions are perceived as unfair..

3. Organizational Structure and Staffing System

Coding: Career Path, Performance Appraisal, System Reform

"On paper, the career path seems clear, but in practice, many obstacles arise." (Civil Servants 1, 3, 4)

"I feel that the career path is clear enough, but some employees still struggle with the promotion process." (Civil Servants 2, 5)

"The existing performance appraisal system is quite helpful, but it does not adequately consider real-world work aspects." (Civil Servants 1, 5)

"I feel that the performance appraisal system still contains subjective elements and sometimes does not reflect employees' real contributions." (Civil Servants 2, 3, 4)

Key Finding: The career path seems clear in theory, but obstacles exist in its implementation. The performance appraisal system is not fully objective and still contains subjective elements.

4. Professional Development Budget

Coding: Access to Funds, Budget Transparency, Program Effectiveness

"There is a budget for professional development, but access to it is still limited." (Civil Servants 1, 5)

"I feel that the budget is adequate, but its distribution is still uneven." (Civil Servants 2, 3, 4)

"The allocation of the professional development budget is still not even for all employees." (Civil Servants 4, 5)

Key Finding: Although there is a budget for professional development, access and distribution are still suboptimal. Transparency in budget allocation needs to be improved so that all employees can benefit from it.

5. Competence, Rank, and Non-Technical Factors

Coding: Competence vs. Relations, Discrimination, Office Politics

"Although I have the required competencies, sometimes promotions are influenced by other factors." (Civil Servants 1, 3, 4, 5)

"Non-technical factors such as leadership policies and office politics often influence promotions." (Civil Servants 1, 2, 3)

"I believe that, in addition to competencies, non-technical factors like proximity to leadership can determine promotions." (Civil Servants 4)

Key Finding: Competence is not the only factor determining promotions; interpersonal relationships and leadership policies also play significant roles. There are indications that discrimination and office politics influence promotion opportunities for employees.

Based on this thematic analysis, it can be concluded that the main obstacles to promotions for civil servants at the Mimika District Education Office include complex bureaucracy, lack of transparency in rank distribution, a subjective performance appraisal system, and the influence of non-technical factors such as office politics and leadership policies. To address these obstacles, reforms are needed in the promotion system to make it more transparent, competency-based, and supported by an objective and fair staffing system.

4.1.3 Data Triangulation

- a) Comparing qualitative interview data with quantitative results to determine whether there is alignment or differences in perceptions.

The integration of quantitative and qualitative analysis results shows consistent patterns related to the factors hindering civil servant promotions at the Mimika District Education Office. The key findings are as follows:

1) Bureaucracy as an Obstacle

Quantitative Statistics

- Average perception of bureaucracy as an obstacle: 3.07 (on a scale of 1-5)
- The standard deviation was 0.96, indicating variation in employees' perceptions.
- Most respondents gave high scores, with the distribution of answers indicating that most employees experience administrative obstacles in the promotion process.

Qualitative Findings:

- "For me, the biggest obstacle in promotions is the complex bureaucracy and the long processing time."
- "I have difficulty managing the documents required for promotions because there are often administrative issues that slow down the process."
- Quantitative data show that many employees feel that the bureaucratic process hinders promotions. The interview findings reinforce this by explaining that complex and slow administration is the main obstacle to their use.

2) Competence as the Main Factor in Promotions

Quantitative Statistics

- Average perception of the relevance of competence in promotions: 3.07
- This indicates that employees view competence as an important factor, but it is not always the primary one.

Qualitative Findings:

- "Many respondents feel that competence alone is not enough for promotion."
- "Although I have the required competencies, sometimes promotions are influenced by other factors."

Quantitative data show that employees acknowledge the importance of competence in promotions. However, interviews revealed that even with sufficient competence, other factors, such as internal policies and interpersonal relationships, still have a significant influence.

3) Influence of Interpersonal Relationships on Promotions

Quantitative Statistics

- Average perception of the influence of good relationships with superiors/co-workers: 3.01
- This indicates that many employees feel that interpersonal relationships play a role in promotions.

Qualitative Findings:

- "Non-technical factors such as leadership policies and office politics often influence promotions."
- "I believe that, in addition to competence, non-technical factors like proximity to leadership can determine promotions."

Quantitative data indicate that employees recognize the influence of interpersonal relationships on promotion opportunities. The interview findings confirm that office politics and proximity to leadership are crucial elements in the promotion system.

From the integration of quantitative and qualitative results, it can be concluded that complex bureaucracy is the main obstacle to promotions, with most employees facing difficulties in administration and document processing. Competence is acknowledged as an important factor; however, in practice, it is not always the main determinant of promotions. Interpersonal relationships and office politics have a significant influence, where proximity to leadership often becomes a key factor in the promotion system. Therefore, bureaucratic reform is needed to accelerate the promotion process in the military. The promotion system should be more competency- and performance-based and

not just dependent on interpersonal relationships. A more transparent and objective employee evaluation mechanism is required to prevent discrimination and favoritism in the promotion process.

The following are two visualizations showing the key findings from the data analysis.

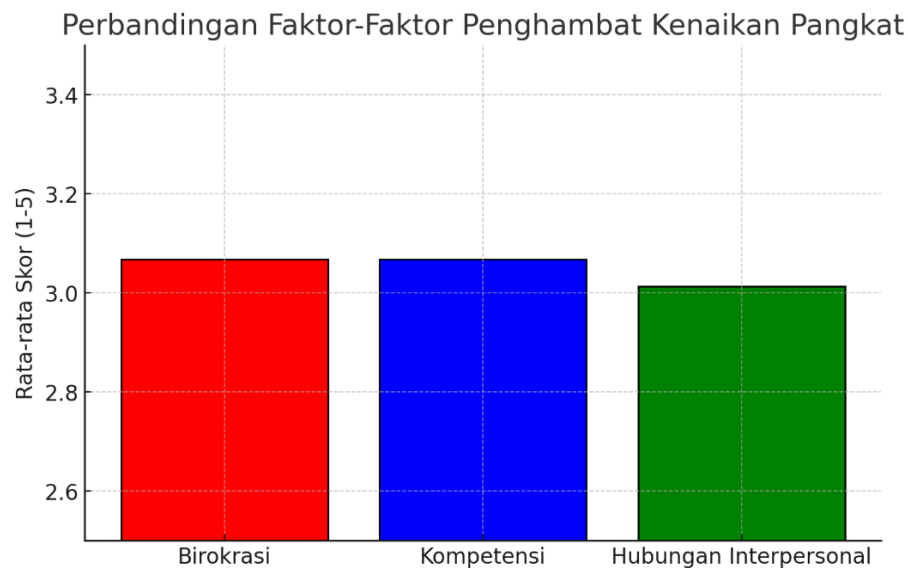


Figure 1. Histogram of Perception Distribution on Bureaucratic Obstacles

The Histogram of Perception Distribution on Bureaucratic Obstacles shows how respondents view bureaucracy as an obstacle in promotions. Most respondents gave medium to high scores, indicating that bureaucracy is a major hurdle..

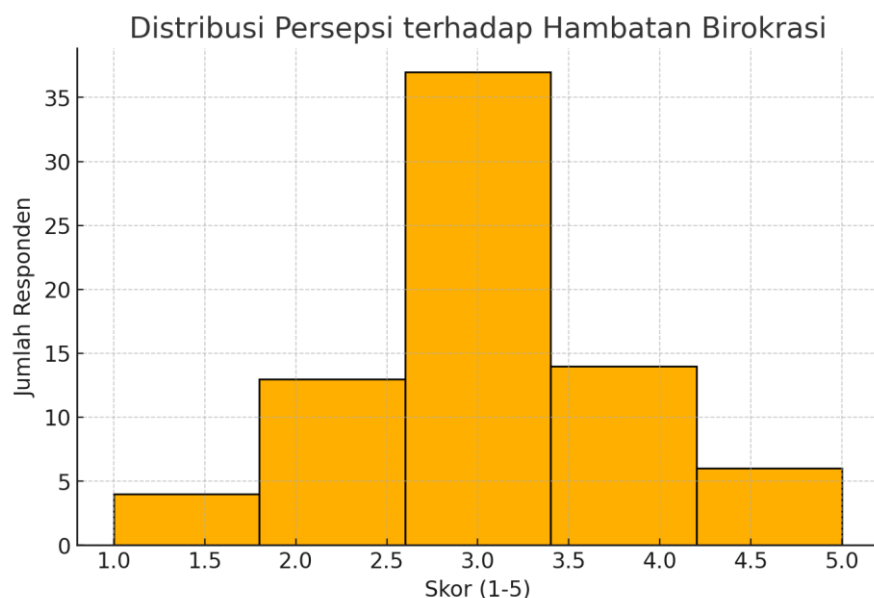


Figure 2. Bar Chart Comparing Factors Hindering Promotions

The Bar Chart Comparing Factors Hindering Promotions compares the average perception scores for three main factors: bureaucracy, competence, and interpersonal relationships. The results show that bureaucracy has the highest score as an obstacle, while competence and interpersonal relationships also play a role but to a lesser extent. This visualization clarifies the results of data triangulation, reinforcing the findings that bureaucracy and non-technical factors significantly impact civil servant promotions at the Mimika District Education Office.

b) Analyzing Common Patterns from Both Types of Data

Interpretation of Common Patterns in Quantitative and Qualitative Data. The analysis results show common patterns emerging from both types of data. The key findings based on the triangulation of quantitative and qualitative data are as follows:

1) Bureaucracy as the Main Obstacle

Quantitative Results::

- The average score was 3.07, indicating that many respondents viewed bureaucracy as a hindrance to promotions.

Qualitative Findings:

- Many respondents mentioned complex and slow administrative processes as the main obstacles.
- Problematic documentation is a challenge in the promotion application process.

Conclusion: Bureaucracy is the main factor delaying promotions, both in terms of regulations and administrative and technicalities..

2) Lack of Transparency in the Promotion System

Quantitative Results:

- Average score: 3.04, showing that many employees feel that the promotion system is not fair and transparent.

Qualitative Findings:

- Respondents feel that there is an imbalance in the rank distribution.
- Some employees believe that non-technical factors influence promotions more than performance.

Conclusion: There is an indication that the promotion system is still not transparent, and subjective factors often serve as barriers..

3) Competence as a Major Factor, but Not a Guarantee for Promotion

Quantitative Results:

- The average score was 3.07, indicating that employees understand the importance of competence, but other factors also play a role.

Qualitative Findings:

- Many employees feel that their competence is often insufficient to secure a promotion.
- Most employees claim to have met the competence requirements but still face difficulties in getting promoted.

Conclusion: Competence is considered important in the promotion system, but in reality, employees do not always receive promotions even though they have met the competence requirements.

4) Influence of Interpersonal Relationships on Promotions

Quantitative Results:

- The average score was 3.01, indicating that employees recognize the influence of good relationships with superiors on promotion opportunities.

Qualitative Findings:

- Respondents mentioned that proximity to leadership significantly impacted promotion opportunities.
- Some employees feel that office politics influence promotions more than performance.

Conclusion: Interpersonal relationships and office politics have a significant influence on the promotion system, so employees who lack close relationships with superiors tend to face difficulties in promotion

The integration of quantitative and qualitative data indicates that the main obstacles to civil servants' promotions at the Mimika District Education Office stem from complex bureaucracy, lack of transparency, and the influence of non-technical factors such as interpersonal relationships and office politics.

4.2 Discussion

4.2.1 *What is the Condition of Promotions at the Mimika District Education Office*

The condition of promotions at the Mimika District Education Office, based on descriptive data, shows a concentration of employees in grades II and III. This indicates the potential for career stagnation at the mid-level, where many civil servants are in the mid-career phase but have not yet reached higher levels. Quantitative data also show that understanding of promotion policies tends to be moderate (average score ~3) and is not significantly influenced by age or length of service. This suggests that promotion conditions are not solely determined by individual experience but are influenced by systemic factors such as policy clarity and socialization. The interview results strengthen this view by revealing strong perceptions among civil servants regarding the lack of transparency and fairness in rank distribution. Respondents felt that the process was often subjective and influenced by personal relationships with superiors rather than being purely based on merit or service length. This condition has the potential to reduce employee motivation, as they feel that promotions do not align with their expectations. Thus, the promotion conditions are characterized by potential stagnation, moderate policy understanding, and perceptions of injustice and lack of transparency in the promotion process.

4.2.2 *What Factors Influence Career Advancement for Human Resources at the Mimika District Education Office*

Based on the integration of quantitative and qualitative data, several factors influence career advancement for human resources at the Mimika District Education Office.

- a. Policy Implementation and Bureaucracy: Descriptive statistics place bureaucracy as one of the main obstacles (mean = 3.07). Interviews consistently confirmed that complicated, lengthy administrative processes and a lack of policy socialization are significant barriers.
- b. Competence: Competence was acknowledged as an important factor (mean 3.07). However, interviews revealed that competence is often seen as a necessary but not sufficient condition. Many respondents felt that even though they were competent, other factors had a larger impact.
- c. Non-Technical Factors (Interpersonal Relationships, Office Politics): Quantitative data show the influence of these factors (mean ~3.01), and interviews emphasize their role. Proximity to leadership, good relationships, and internal office politics are often seen as more influential than performance or objective competence in determining promotions.
- d. Performance Appraisal System: The existing performance appraisal system is perceived to lack objectivity and transparency. The interviews indicated a high level of perceived subjectivity.
- e. Access to Professional Development: The availability and access to relevant training and development programs are also important factors. The interviews indicated limited access and unequal distribution.

In summary, career advancement is influenced by a complex combination of employees' ability to meet administrative and competency requirements, system effectiveness (policies, bureaucracy, evaluations), access to development, and the significant influence of non-technical factors in the workplace.

4.2.3 *How Effective is the Use of Career Development Funds for Human Resources at the Mimika District Education Office*

The effectiveness of using career development funds for human resources at the Mimika District Education Office is still considered suboptimal, particularly based on qualitative data from the interviews. While respondents acknowledge the existence of a budget for professional development, the effectiveness of its use is hindered by several issues.

- a) Limited and Unequal Access: Many employees feel that access to training and development programs is limited. The distribution of opportunities is considered uneven, with a tendency to benefit certain employees or those with close relationships with their superiors.
- b) Lack of Transparency: The allocation process and selection of participants for development programs are often considered to lack transparency. Employees do not fully understand how funds are distributed and who is eligible to receive them.
- c) Relevance and Impact: While some training programs are considered helpful, there are questions about the relevance of the material to promotion requirements and the lack of impact evaluations regarding how training directly affects performance or promotion opportunities.

Overall, career development funds exist, but their effectiveness is questioned due to accessibility issues, transparency in distribution, and an unclear link between participation in development programs and career advancement or promotion.

4.2.4 How is the Allocation and Effectiveness of the Budget for Career Development Programs and Professional Development for Civil Servants at the Education Office, and Has the Budget Been Sufficient?

- a) Budget Allocation: Based on interviews, budget allocation for career development programs and professional development was acknowledged. However, transparency in allocation is a significant issue. Employees feel that budget distribution is uneven and often unclear. The perception is that allocation is prioritized for certain groups or employees with strategic positions or good relationships with management.
- b) Effectiveness of Budget Use: Its effectiveness is considered moderate to low. As discussed in RM 3, limited access, lack of program socialization, unclear selection criteria, and the relevance and evaluation of programs that have not been optimized reduce the effectiveness of the available budget. Most respondents felt that the direct impact of training participation on promotion was minimal.
- c) Adequacy of the Budget: The document does not explicitly mention quantitative perceptions of whether the budget is adequate. However, based on complaints about limited access and unequal distribution, it can be interpreted that the effectiveness of the available budget is not adequate to meet the development needs of all civil servants. Although a nominal budget may exist, if it cannot be accessed or effectively utilized by most employees who need it, then the budget has not functioned adequately to support comprehensive career development and professional growth.

4.2.5 The Influence of Competence, Rank, and Non-Technical Factors (Such as Policies, Discrimination, and Interpersonal Relationships) on Promotion Opportunities for Civil Servants at the Mimika District Education Office

The integration of data shows that these three groups of factors (competence, rank, and non-technical) interact and significantly influence promotion opportunities.

- a) Competence: Recognized as a basic requirement (mean ~3.07). Employees understand the importance of having qualifications, undergoing training, and demonstrating good performance. However, qualitative findings consistently indicate that competence alone does not guarantee promotion.
- b) Rank (Existing Rank/Seniority): The current rank condition (dominance of Grade II/III) and the finding that length of service does not significantly correlate with policy understanding or (implicitly from interviews) ease of promotion show that the existing rank structure and seniority do not always provide a smooth path for subsequent promotions. Stagnation at certain ranks has become an issue.
- c) Non-Technical Factors: This factor was the most emphasized in interviews as a determinant of promotion opportunities.
- d) Internal Policies/Leadership: Informal policies or subjective interpretations by the leadership have a strong influence.
- e) Interpersonal Relationships/Proximity: Having a good relationship or proximity to superiors is considered crucial and often prioritized over objective criteria.
- f) Discrimination/Favoritism/Office Politics: There strong indications and perceptions of favoritism, potential discrimination, and the influence of office politics in the promotion process.

Promotion opportunities result from a complex interaction where competence forms the foundation, but the current rank condition may present challenges (stagnation), and non-technical factors often become the final determinant that can override the objective criteria.

4.2.6 The Promotion Rate of Civil Servants at the Mimika District Education Office Tends to Be Low, and How Does This Affect Organizational Performance Overall?

The low promotion rate, as identified in the background and reinforced by research findings, is caused by the accumulation of various barriers discussed in this paper.

Causes of Low Promotion Rates

1. Complex Bureaucracy: Lengthy, complicated, and time-consuming administrative processes.

2. Policy Implementation: Policies that are poorly socialized and inconsistently implemented.
3. Subjectivity in Evaluation: A performance appraisal system is considered to lack objectivity.
4. Dominance of Non-Technical Factors: Strong influence of interpersonal relationships, proximity to leadership, and office politics overshadow meritocracy.
5. Limited Access to Development: Difficulty accessing professional development programs to meet competency requirements.

Impact on Organizational Performance

The low promotion rate and perceived injustice in the process negatively affect the organization.

1. Decreased Employee Motivation: Uncertainty and perceptions of unfairness in the promotion system can lower civil servants' motivation to perform optimally. When effort and performance are not rewarded with appropriate career advancement, work morale declines.
2. Potential Decline in Organizational Performance: Demotivated employees are unlikely to contribute fully, which may affect the achievement of goals and the overall performance of the Education Office. Career stagnation can also hinder leadership regeneration and innovation in an organization.
3. Unhealthy Work Environment: Perceptions of favoritism and office politics can create an unhealthy work climate, full of suspicion and not supportive of teamwork.

5. Conclusions

Based on the research results on the factors hindering promotions for civil servants at the Mimika District Education Office, it can be concluded that various structural, administrative, and non-technical barriers affect the effectiveness of the employee promotion system.

1. The implementation of promotion policies at the Mimika District Education Office still faces challenges in terms of regulatory compliance and procedural efficiency. Complex bureaucracy and lack of policy socialization are key factors that slow the promotion process.
2. The distribution of ranks and grades among employees shows an imbalance in the promotion systems. Seniority often outweighs objective performance achievements, limiting promotion opportunities for high-performing employees.
3. The organizational structure and staffing system, which lack flexibility, contribute to the slow career development of employees. Limited positions available for promotion and performance evaluations that are not fully competency-based are major obstacles in the promotion system in the military.
4. The allocation of funds for professional development programs is not optimal for supporting employee competency development. Limited funding leads to limited access to relevant training and education programs necessary for promotion.
5. Factors such as competence, rank, and non-technical aspects, such as internal policies, discrimination, and interpersonal relationships, affect promotion opportunities. Organizational politics and subjectivity in decision-making often determine employee promotions.

References

- Agustin, A., & Purwanto, M. B. (2023). Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SMA. *LIMEEMAS: Jurnal Ilmiah Pendidikan*, 1(2), 55-64.
- Agustina. (2021). Evaluasi Pelatihan Penyuluh Agama Islam Non PNS: Implementasi, Hambatan dan Dampaknya Terhadap Kompetensi Alumni. *Jurnal Perspektif*, 14(1), 1-22. doi:<https://doi.org/10.53746/perspektif.v14i1.38>
- Ahmadi, H. (2022). Analisis Hambatan Kenaikan Pangkat Guru dari IVa ke IVb di Kementerian Agama Kabupaten Rejang Lebong Tahun 2022. *Dikmas: Jurnal Pendidikan Masyarakat dan Pengabdian*, 2(2), 517-524. doi:<http://dx.doi.org/10.37905/dikmas.2.2.517-524.2022>
- Aisyah, Magdalena, N. M., Sihombing, S. B., & Afrina, E. (2024). Penerapan Sumber Daya Manusia dalam Meningkatkan Motivasi Kerja ASN. *Birokrasi: Jurnal Ilmu Hukum Dan Tata Negara*, 2(3), 221-237. doi:<https://doi.org/10.55606/birokrasi.v2i3.1329>
- Aji, B. B. (2022). Sistem Penilaian Kinerja Berbasis Sasaran Kinerja Pegawai (SKP) di Lingkungan Sekretariat Daerah Kota Banjarbaru. *Journal on Education*, 5(1), 1047-1064. doi:<https://doi.org/10.31004/joe.v5i1.717>

- Anandita, S. R., Baharudin, M., & Mahendri, W. (2021). Pengaruh Motivasi Kerja dan Pengembangan Karir Terhadap Kinerja Karyawan (Studi pada CV. Putra Putri Jombang). *Jurnal Inovasi Penelitian*, 2(3), 727-734. doi:<https://doi.org/10.47492/jip.v2i3.756>
- Basuki, N. (2023). Mengoptimalkan modal Manusia: Strategi Manajemen Sumber Daya Manusia yang Efektif untuk Pertumbuhan Organisasi yang Berkelanjutan. *Komitmen: Jurnal Ilmiah Manajemen*, 4(2), 182-192. doi:<https://doi.org/10.15575/jim.v4i2.28606>
- Ciobanu, A., & Androniceanu, A. (2015). Civil Servants Motivation and Work Performance in Romanian Public Institutions. *Procedia Economics and Finance*, 30, 164-174. doi:[https://doi.org/10.1016/S2212-5671\(15\)01280-0](https://doi.org/10.1016/S2212-5671(15)01280-0)
- Cowen, A. P., Rink, F., Cuypers, I. R., Grégoire, D. A., & Weller, I. (2022). Applying Coleman's Boat in Management Research: Opportunities and Challenges in Bridging Macro and Micro Theory. *Academy of management Journal*, 65(1), 1-10. doi:<https://doi.org/10.5465/amj.2022.4001>
- Dahlan, M., Arafat, Y., & Eddy, S. (2020). Pengaruh Budaya Sekolah dan Diklat terhadap Kinerja Guru. *Journal of Education Research*, 1(3), 218-225. doi:<https://doi.org/10.37985/jer.v1i3.25>
- Darnawati, Ismail, I., & Aminah, S. (2021). Pengaruh Implementasi Aplikasi Sistem Informasi Data Akurat Secara Mandiri (SIDASRI) Terhadap Pengelolaan Kenaikan Pangkat pada Jabatan Fungsional Guru SMP di Kecamatan Tempe Kabupaten Wajo. *Jurnal Ada Na Gau: Public Administration*, 2(2), 659-676.
- Dharmanegara, I. B. A., Sitiari, N. W., & Adelina, M. E. (2016). The Impact of Organizational Commitment, Motivation and Job Satisfaction on Civil Servant Job Performance in State Plantation Denpasar. *Journal of Business and Management*, 18(2), 41-50. doi:<https://doi.org/10.9790/487X-18224150>
- Fahmi, R. F. (2022). Strategi Komunikasi Badan Kepegawaian dan Pengembangan Sumber Daya Manusia dalam Digitalisasi Pelayanan Kenaikan Pangkat Pegawai Negeri Sipil. *Jurnal Peurawi: Media Kajian Komunikasi Islam*, 5(1), 63-100. doi:<http://dx.doi.org/10.22373/jp.v5i1.12733>
- Fayatunisyah, N., & Wulandari, W. (2023). The Effect of Reward and Punishment on Employee Morale at the Bima Regency Office of Women's Empowerment, Child Protection, Population Control and Family Planning (DP3AP2KB). *Ormosa Journal of Sustainable Research*, 2(8), 2159-2178. doi:<https://doi.org/10.55927/fjsr.v2i8.5367>
- Firdaus, S. U. T., & Hasbullah. (2019). "Revolusi Mental" Birokrasi di Indonesia: Good Governance. *Public Corner*, 14(2), 13-25. doi:<https://doi.org/10.24929/fisip.v14i2.889>
- Halisa, N. N. (2020). Peran Manajemen Sumber Daya Manusia "Sistem Rekrutmen, Seleksi, Kompetensi dan Pelatihan" Terhadap Keunggulan Kompetitif: Literature Review. *ADI Bisnis Digital Interdisiplin Jurnal (ABDI Jurnal)*, 1(2), 14-22. doi:<https://doi.org/10.34306/abdi.v1i2.168>
- Irawan, B., & Armadani, D. A. (2021). Reformasi Birokrasi Pemerintah Daerah Menuju Good Governance. *The Indonesian Journal of Public Administration (IJPA)*, 7(1), 1-17. doi:<https://doi.org/10.52447/ijpa.v7i1.4647>
- Irianto, H., Ratnawati, S., & Tyas, F. S. (2023). Efektivitas Sistem Informasi Manajemen Kepegawaian Dinas Perhubungan Kota Surabaya. *Intelektual (E-Journal Administrasi Publik dan Ilmu Komunikasi)*, 10(1), 89-97. doi:<https://doi.org/10.55499/intelektual.v10i1.1043>
- Maggara, T. S., & Syamsir. (2024). Inovasi dalam Manajemen Sumber Daya Manusia Pemerintah: Membangun Birokrasi yang Responsif dan Adaptif di Era Kontemporer. *Jurnal Review Pendidikan dan Pengajaran (JRPP)*, 7(3), 6245-6251. doi:<https://doi.org/10.31004/JRPP.V7I3.28896>
- Marthalina. (2021). Analisis Dampak Pengembangan Karir PNS Pasca Pelaksanaan Alih Jabatan Struktural ke Jabatan Fungsional. *Jurnal MSDA (Manajemen Sumber Daya Aparatur)*, 9(1), 42-55. doi:<https://doi.org/10.33701/jmsda.v9i1.1716>
- Maulana, M. I. (2021). Seleksi Merit Sistem PNS Pratama Aparatur Sipil Negara di Pemerintah Provinsi. *Jurnal Sosial Teknologi*, 1(9), 1003-1020. doi:<https://doi.org/10.59188/jurnalsostech.v1i9.200>
- Muliyanty, I., & Ahmadi. (2024). Struktur dan Anatomi Organisasi. *Jurnal Studi Multidisipliner*, 8(12), 727-740.

- Muspawi, M. (2020). Strategi Menjadi Kepala Sekolah Profesional. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(2), 402-409. doi:<http://dx.doi.org/10.33087/jiubj.v20i2.938>
- Rahayu, F. (2023). Implementasi Kebijakan Peraturan Pemerintah Nomor 11 Tahun 2017 dalam Pelayanan Kenaikan Pangkat Pegawai Negeri Sipil Berbasis Paperless pada Badan Kepegawaian Daerah dan Pengembangan Sumber Daya Manusia Kota Medan. Universitas Medan Area, Medan. Retrieved from <https://repositori.uma.ac.id/handle/123456789/20338>
- Safiri, R. B. (2022). Pelatihan Penerapan Perilaku Adaptif PNS dalam Menghadapi Era Globalisasi. *COMMUNITY: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 107-114. doi:<https://doi.org/10.51878/community.v2i2.1917>
- Said, Y. M., Achnopa, Y., Zahar, W., & Wibowo, Y. G. (2019). Karakteristik Fisika dan Kimia Air Gambut Kabupaten Tanjung Jabung Barat, Provinsi Jambi. *Jurnal Sains dan Teknologi Lingkungan*, 11(2), 132-142. doi:<https://doi.org/10.20885/jstl.vol11.iss2.art5>
- Sakiman. (2019). Peran Motivasi Kerja dan Kepuasan Kerja terhadap Kinerja Guru Taman Kanak-kanak Non-PNS Kabupaten Kulon Progo. *Jurnal Psikologi Terapan dan Pendidikan*, 1(1), 30-44. doi:<https://doi.org/10.26555/jtp.v1i1.15130>
- Saputra, A. K., Endra, R. Y., & Erlangga. (2022). Pelatihan Migrasi Data Kepegawaian pada SIMPEG untuk Meningkatkan Efektifitas Kerja Operator Dinas PERKIM Kalianda. *Jurnal Pengabdian Kepada Masyarakat (JPKM) TABIKPUN*, 3(3), 221-228. doi:<https://doi.org/10.23960/jpkmt.v3i3.102>
- Sari, D. P., & Candra, Y. (2020). Pengaruh Pengembangan Karir, Self Efficacy, dan Motivasi Kerja Terhadap Kinerja Karyawan. *Jurnal Ekonomi Manajemen Sistem Informasi*, 1(3), 224-228. doi:<https://doi.org/10.31933/jemsi.v1i3.102>
- Subhi, M. S. (2020). *Pengaruh Self-Efficacy terhadap Kepuasan Kerja Karyawan Polda Jatim Kota Surabaya*. Universitas Islam Negeri Maulana Malik Ibrahim, Malang. Retrieved from <http://etheses.uin-malang.ac.id/id/eprint/18464>
- Susanty, Y. (2022). Evaluasi Program Pengembangan Kompetensi Berdasarkan Model Evaluasi Kirkpatrick Level 1 dan Level 2. *Jurnal Administrasi Publik*, 18(2), 172-191. doi:<https://doi.org/10.52316/jap.v18i2.111>
- Syarifuddin, & Marliana, A. (2022). Pengaruh Kompetensi Guru dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Pegawai Negeri Sipil (PNS) pada UPT SPF-SMP Negeri 21 Makassar. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(5), 8568-8577. doi:<https://doi.org/10.31004/jpdk.v4i5.10614>
- Syuhada, W., & Putra, M. (2024). Tinjauan Kritis terhadap Teori Manajemen SDM Konvensional Berbasis Perspektif Al-Qur'an. *Innovative: Journal Of Social Science Research*, 4(4), 5636-5660. doi:<https://doi.org/10.31004/innovative.v4i4.12814>
- Winurini, S. (2023). Workplace Well-Being pada Pegawai Negeri Sipil Setelah Reformasi Birokrasi (Studi Kasus: Pemerintah Kota Yogyakarta). *Kajian*, 24(4), 237-252. doi:<http://dx.doi.org/10.22212/kajian.v24i4.3922>
- Zhafira, D. (2024). Peran Manajemen Sumber Daya Manusia pada Kasus Burn Out Perawat Sebagai Faktor Penentu Kualitas Pelayanan di Rumah Sakit: Literature Review. *Jurnal Kesehatan Tambusai*, 5(2), 5510-5518. doi:<https://doi.org/10.31004/jkt.v5i2.29223>