



Technical Training Mapping Analysis of Education Staff Personnel Towards a University with Legal Entity

Sapto Wibowo, Sarmini Sarmini^(✉), Slamet Setiawan, Eko Wahyudi, Sulaksono,
and Tri Suci Ulamaullah

State University of Surabaya, Surabaya, Indonesia
sarmini@unesa.ac.id

Abstract. The purpose of this study is to analyze the understanding of functional positions regarding functional career development in accordance with the functional positions, strategies for developing functional and structural positions, and accelerated promotion patterns. This research method uses an exploratory study with a population and sample are 80 people consisting of all functional position employees. The focus of this research is competency development, namely the mapping of technical training that has been joined and will be followed. Data was collected through questionnaires and interviews. The results of this study are (1) awareness of functional positions in filling out data for personal development and institutional development, needs to be improved; (2) there are still discrepancies between the technical training followed by the functional positions; (3) Tertiary Education Institutions do not yet have a written policy regarding the professional development of functional positions, in particular improving the competence of education staff. This study recommends developing policies related to increasing competence in the context of professional development at State University of Surabaya.

Keywords: Career Development · Functional Position · Structural Position · PTNBH

1 Introduction

An important aspect that cannot be separated from an organization is human resources (HR). Intelligent human resource management is one of the most important foundations in the organization [1]. HR management will be able to help the organization to be trusted in its ability to fulfill the needs and interests of an institution that sees the organization [2]. In the organization, HR is the main aspect that carries out all plans and makes plans and all operational activities in achieving organizational goals. The effectiveness of human resources in carrying out their work can assist leadership and management in achieving organizational goals effectively and with maximum efficiency and beneficial for the organization [3].

Career development aims to help employees plan the future careers of employees where they work. Career absorption and development Knowledge can be used as a means of transition that supports the younger generation in planning their careers and jobs in the future. In addition, attitudes and self-capacity are important to put staff and supervisors into the right career absorption and career development programs [4]. Employees can develop themselves optimally through career development carried out by the company. The most prominent career development mentoring is shown in peer mentoring, this is because peers can provide solutions to problems, increase self-confidence, accelerate adaptation to the environment and encourage teamwork [5]. Career development can be optimal with the help of a supportive environment and the way a person controls himself.

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

Unesa's long-term goal related to Human Resources (HR) is to produce human resources with character, professional, multiple intelligences, fighting power and highly competitive, innovative, and *entrepreneurial spirit*. Initially, Unesa had educational staff with functional positions and administrative staff. Based on Permenpan RB Number 17 of 2021 concerning Equalization of Administrative Positions into Functional Positions, all Unesa education staff become functional staff. The types of functional positions at Unesa follow the functional position nomenclature as stated in Permenpan RB Number 41 of 2018.

The change of Unesa as a Public Service Agency University to a Legal Entity PTN, has an impact on the career development of functional positions of education staff at Unesa. Therefore, research related to the career development system for functional positions of education personnel to PTNBH, becomes an important dimensionAs for the formulation in this study, namely: What is the career development pattern for the functional position of the Surabaya State University education staff towards a Legal Entity State University? Which has the aim of analyzing the understanding and career development of functional positions as well as patterns of career development and acceleration of promotion to functional positions.

2 Literature Review

2.1 Competence Human Resources and Institution Development

The most important organizational assets are human resources who have the skills, abilities, and knowledge because they are the main elements in employing them in the organization [6]. Organizations that are successful in achieving their goals cannot be separated from the existence of qualified human resources who have good competence

and ability in carrying out their performance. Staff continue to be encouraged and cared for in meeting their needs and complaints to get good performance in the organization [7]. Based on some of the expert opinions above prove that human resources are the most important component in the ongoing organization. Successful organizations are supported through quality human resources as well.

The human resource sector in an organization is one of the sectors that is affected by the emergence of new trends and must follow major transformations to changes that occur such as economic, political, social and technological transformations in accordance with the demands for competitiveness of the organization being sheltered [8]. In an effort to maintain and develop valuable human resources, special attention is needed on the human resource management system carried out by the organization such as the implementation of recruitment, training, and others that can support the qualifications of human resources in the company [9]. The importance of human resources in organizations makes companies have special management in the process of finding workers in their organizations.

2.2 Career Development

Human resources who are skilled and committed to providing good service can face challenges on a global scale [10]. Job analysis is carried out to find out how the workload, skills and abilities of each employee are useful for the organization to monitor and evaluate the results of the job analysis carried out in accordance with predetermined provisions. Training and development of human resources that are considered and improved can improve the skills of workers and can create a climate of innovation and increased creativity [11]. The view of Spencer (1993) states that professional competence can be related to the knowledge and skills needed to achieve maximum performance and successful work results [12]. The development and competence of personnel in organizations is important in both HR management and knowledge management because it is one of the permanent investments in the development of organizational personnel skills [13].

2.3 Functional Position Career Development

Career development is very important for an organization [14]. Functional positions are certain positions that contain their duties and functions as functional services based on the skills and expertise of the employees. In accordance with Law Number 5 of 2014 concerning the State Civil Apparatus (UU-ASN), one of which explains the existence of variants of High Leadership Positions, Administrative Positions, and Functional Positions. Based on Government Regulation No. 17 of 2020 which regulates policies in functional positions and there is career development for employees in functional positions. Career development is an important component in efforts to improve the competence, skills and expertise of employees. Career development is carried out to improve job competencies and experience as well as to obtain and maintain employee quality and productivity in addition to being able to assist in employee career management [15].

The work they do requires good skills and expertise in carrying out their duties in the institution. Career development and continuous training are able to show strengths and

weaknesses and can increase employee motivation and productivity [16]. In the administration of government, management is very important with the aim that all potentials can be utilized properly and make it easier to carry out work so that career development is needed. Individuals need to be proactive in shaping and building a satisfying long-term career [17]. One of the careers that need to be developed is for staff or functional employees. The need for work will continue to develop along with the development of technology and the times, but humans are required to be able to follow it so that career development is needed to make it easier for employees to carry out work more optimally.

2.4 Structural Position Career Development

The structural career development path relates to a person's position in the organizational structure in which a person works. There are four competencies that are used as benchmarks for the career development of education personnel, namely a) personal competence, 2) social competence, 3) pedagogic competence and 4) professional competence [18]. The career development of structural education staff can be done independently and in groups. Independently the career development of education staff can be done by taking courses, reading articles or reading books. Meanwhile, as a group, the development of educational staff can be done through workshops, seminars, promotional symposiums [19].

Other research results shown by Fatmawada (2016) in career development at Makassar State University indicate several things, first regarding the pattern of career development for structural education staff, namely general competence, managerial competence provided in the form of workshop activities, structural position training and competency development. IT. Second, the career development strategy for structural education personnel through education, monitoring and coaching still requires further development [20]. In addition, the factors that influence the career competency development of structural education personnel are internal factors such as vision, mission, goals, strategies to achieve goals, and the technology used. And also influenced by external factors such as government policies, socio-cultural conditions of society and the development of science and technology [21].

3 Method

This research uses an exploratory study, which is an exploration of professional development that has been carried out by certain functional positions for educational staff at Unesa. Number of Certain Functional Positions for Unesa education staff, as shown in Table 1.

Considering that the number of each of these functional positions is not too many, then all certain functional positions are used as the population and research sample. The focus of professional development in this research is the development of the competence of functional positions of educational staff in certain functional positions, namely the mapping of technical training that has been and will be followed. The subjects in this study were educational staff who had certain functional positions and were vice deans for general and finance.

Table 1. Recapitulation of functional positions used in research

No.	Functional	Number of Education Personnel
Certain Functional		
1	Associate Budget Analyst	1
2	Young Expert Budget Analyst	2
3	Analyst of State Budget Financial Management Young Expert	11
4	Young Expert Legal Analyst	1
5	Associate Expert Personnel Analyst	2
6	Implementing HR Analyst	5
7	Human Resources Analyst Young expert apparatus	2
8	Apparatus HR development analyst	1
9	Associate Archives	6
10	Young Expert Archives	9
11	Young Archives	5
12	Advanced Executing Archives	2
13	First Archives	1
14	Intermediate Expert Public Relations Institutions	1
15	Young Expert Public Relations Institutions	1
16	Young expert computer administrator	1
17	Associate Librarian	1
18	Young Librarian	2
19	Advanced Implementing Librarian	3
20	First Librarian	1
21	Intermediate PLP	1
22	Young PLP	9
23	Skilled PLP or Executor	1
24	PLP or Advanced Executor	4
25	PLP Supervisor	2
26	First PLP	5
	Amount	80

Source: Primary Data, 2021

Data collection techniques used are questionnaires and interviews. The questionnaire was prepared by providing open-ended questions about the technical training that has been and will be attended by education personnel who have certain functional positions.

Meanwhile, interviews with the deputy dean of general and finance sectors regarding policies related to professional development, in particular improving the competence of education personnel who have certain functional positions. The data analysis technique used is Miles & Huberman, namely data collection, data reduction, data presentation and verification/conclusion.

4 Results and Discussion

Certain functional positions, Unesa education staff have carried out professional development according to the provisions of the Regulation of PAN & RB Ministerial according to certain functional positions. From the results of research on technical training as part of improving the competence of professional development that has been and will be followed, as shown below.

Functional Associate Budget Technical training that has been attended is Analyst Budgeting and Cooperation Technical Training, MR Workshop Workshop, ZI WBK/WBM Workshop Technical Training to attend is Technical Training on Budgeting. Then Young Expert Budget Analyst has been attended Technical Guidance for Calculation of Credit Scores for Lecturer Functional Positions, Technical guidance Preparation of SKP and Remuneration, Provision of Pre-service Training Technical Guidance and need training About Budget About Remuneration Development JFAA Budget Analyst.

Analyst of State Budget Financial Management Young Expert has attend Accounting webinar, coaching Accounting and finance clinic, Financial Management Workshop, National Budget Jafung Socialization Workshop, Workshop on Improving the Quality of Financial Management and Accelerating, Budget Implementation in 2021, State Budget Financial Management, Preparation of SOP then need workshop on managing state budget funds, Technical Guidance on the Role of Commitment Making Officials in the Implementation of the Procurement of Goods/Services, Asset management.

Young Expert Legal Analyst has attended Preparation of Legislation training, and needs a Legal analyst workshop. Associate Expert Personnel Analyst has attended Settlement of Civil Servant Discipline Violations and Procurement of goods and services then needs Research Proposal Preparation Workshop. Implementing an HR Analyst has never joined any technical training. Human Resources Analyst Young expert apparatus has attended Technical guidance in the field of Finance, Archives Technical Guide, Workshop in Academic field and needs Technical guidance on HR.

Apparatus HR development analyst and attend Personnel Analyst but there isn't any technical training that is suggested. Associate Archives Archive has attend several training such as Authentication Testing, Best Practice Insight Gathering, Universitas Padjadjaran Archives, The Urgency of Authentication and Legalization of Archives from a Legal Perspective in Indonesia, Archival Publications for Science and Civilization Integrated pest control in archives, "Fim Archive Digital Restoration" carried out online by ANRI, Archive Preservation Workshop "Archive Authentication Testing As Assurance of, Archives' Validity in the Context of Nominating the World's Memory" then several training suggested are Archives Assistance in Main Duties and Functions of Archives organized by Unesa, Workshop on archives, Workshop on Compilation of Archives' Performance Results, Research workshop, Workshop supporting archivist

activities, and Workshop on Archives “Evidence Performance of Archives (all levels) on the New Model SKP which is carried out offline.

Then Young Expert Archives Static has joined several training, such as; Archive Management, Workshop on Management of College Archives and Kopert is, Workshop on Setting Employee Performance, Archive Preservation Workshop, Workshop on how to prepare HPS and construction contracts, Archive Workshop, ISO 9001:2015 Workshop, Static Archive Management Webinar, National Archives Rescue and Preservation Webinar, Archival webinar Authenticity & Credibility of Digital Archive Information, Archives Webinar Transformation of Digital Archives. This functional position requires several training such as Electronic Archive Management Workshop, Workshop on Educational Building Maintenance Management, Static Archive Digitization Workshop, Archives Workshop, Public speaking training, Electronic Signature Workshop.

For the Young Archives functional position has never joined any technical training and hasn't any plan to attend training. This condition also happens in several positions, such as; Intermediate Expert Public Relations Institutions, Young Expert Public Relations Institutions, Young expert computer administrator, Associate Librarian, Intermediate PLP, Skilled PLP or Executor, and PLP Supervisor.

The Advanced PLP or Advanced Executor position ever joins automotive related training Laboratory development and since now this competence still relates and no need to join any training. The last, PLP has developed competencies through Hitachi High-Tech UV-Vis Double Spectrophotometer UH-5300 training tool; UV-Vis workshop; PPLPI Webinar; and K3 Webinars, and they need SEM Training (PT. Vanadia) and TGa/DSC training.

Based on the data above, several things can be observed, namely: (1) Universities give freedom to functional positions of educational staff independently, to follow various technical guidance as desired. Of course this will have an impact, for educational staff who are active and want to progress, they will continue to improve their competence through various technical guidance, and vice versa for education staff who are in the ‘safe zone’, they will not participate in any activities, and this has not been sanctioned; (2) Higher education leaders actually have a concern related to improving the competence of lecturers, which is indicated by providing budget space even though it is limited in number, and opportunities for education staff who want to take part in training.

Furthermore, regarding the policy to increase the competence of education personnel, the leadership in the general and financial sectors was conveyed as follows:

“... since the emergence of the PAN&RB Ministerial Regulation Number 17 of 2021 concerning Equalization of Administrative Positions into Functional Positions. Unesa, like other universities and institutions, is making arrangements, especially since Unesa is heading for a legal entity university, the arrangement is legal through the Chancellor's Regulation on the Human Resource Management System (HRM) which is currently being drafted...” (Source, Primary Data 2022)

The data above shows that universities have carried out a comprehensive HR management process in the HR management system. Therefore, increasing competence in the context of professional development from certain functional positions has not been fully organized.

5 Conclusion

There are three things that can be concluded regarding the improvement of the certain functional positions competence, namely: (1) awareness of functional positions in filling out data for personal development and institutional development, needs to be improved; (2) there are still discrepancies between the technical training followed by the functional positions; (3) Tertiary Education Institutions do not yet have a written policy regarding the professional development of functional positions, in particular improving the competence of education staff.

Acknowledgments. Thank you to the decree of Rector of UNESA which state No. B/35049/UN38.9/LK/04.00/2022 in the scheme of LPPM Basic Research 2022 funds.

Authors' Contributions. SW and SS conceived of the presented idea. SS and EW developed the theory and performed the analytical data. TSU verified the analytical methods. All authors discussed the results and contributed to the final manuscript.

References

1. X. S. Gu and Z. X. Zhang, "Analysis on Intelligent Management of Human Resources in Urban Community under Normalized Epidemic Prevention and Control," *Procedia Comput. Sci.*, vol. 199, no. 2018, pp. 924–928, 2021, <https://doi.org/10.1016/j.procs.2022.01.116>.
2. C. del-Castillo-Feito, A. Blanco-González, and F. Hernández-Perlines, "The impacts of socially responsible human resources management on organizational legitimacy," *Technol. Forecast. Soc. Change*, vol. 174, 2022, <https://doi.org/10.1016/j.techfore.2021.121274>.
3. M. Pariav, A. Khalaji, S. Z. Hashemi, and M. Radfard, "Assessment of prioritizing the effective factors on human resources effectiveness (Case study: Tehran Industrial Parks Organization)," *Data Br.*, vol. 19, pp. 2455–2467, 2018, <https://doi.org/10.1016/j.dib.2018.07.017>.
4. L. B. Gates, A. Hughes, and D. H. Kim, "Influence of Staff Attitudes and Capacity on the Readiness to Adopt a Career Development and Employment Approach to Services in Child Welfare Systems," *J. Public Child Welf.*, vol. 9, no. 4, pp. 323–340, 2015, <https://doi.org/10.1080/15548732.2015.1060917>.
5. D. J. Angelini, "Mentoring in the career development of hospital staff nurses: Models and strategies," *J. Prof. Nurs.*, vol. 11, no. 2, pp. 89–97, 1995, [https://doi.org/10.1016/S8755-7223\(05\)80024-9](https://doi.org/10.1016/S8755-7223(05)80024-9).
6. P. Apascaritei and M. M. Elvira, "Human Resource Management Review Dynamizing human resources : An integrative review of SHRM and dynamic capabilities research," *Hum. Resour. Manag. Rev.*, no. xxxx, p. 100878, 2021, <https://doi.org/10.1016/j.hrmr.2021.100878>.
7. J. Adam *et al.*, "Research in Social and Administrative Pharmacy Management of human resources of a pharmacy department during the COVID-19 pandemic : Take-aways from the first wave," *Res. Soc. Adm. Pharm.*, vol. 17, no. 1, pp. 1990–1996, 2021, <https://doi.org/10.1016/j.sapharm.2020.10.014>.
8. M. Jatobá *et al.*, "ScienceDirect Evolution of Artificial Intelligence Research in Human Resources Evolution of a , b in Human Resources CENTERIS - International Conference on ENTERprise Information Systems/," *Procedia Comput. Sci.*, vol. 164, pp. 137–142, 2019, <https://doi.org/10.1016/j.procs.2019.12.165>.

9. N. Ben and R. El, "The impact of Human Resources Information Systems on individual innovation capability in Tunisian companies : The moderating role of affective commitment," *Eur. Res. Manag. Bus. Econ.*, vol. 26, no. 1, pp. 18–25, 2020, <https://doi.org/10.1016/j.iedeen.2019.12.001>.
10. A. Al-Haqan, F. Smith, L. Bader, and I. Bates, "Competency development for pharmacy: Adopting and adapting the Global Competency Framework," *Res. Soc. Adm. Pharm.*, vol. 17, no. 4, pp. 771–785, 2021, <https://doi.org/10.1016/j.sapharm.2020.06.023>.
11. W. Banmairuroy, T. Kritjaroen, and W. Homsombat, "The effect of knowledge-oriented leadership and human resource development on sustainable competitive advantage through organizational innovation's component factors: Evidence from Thailand 's new S- curve industries," *Asia Pacific Manag. Rev.*, no. xxxx, 2021, <https://doi.org/10.1016/j.apmr.2021.09.001>.
12. H. Y. Liu, C. Y. Chao, V. J. Kain, and S. C. Sung, "The relationship of personal competencies, social adaptation, and job adaptation on job satisfaction," *Nurse Educ. Today*, vol. 83, 2019, <https://doi.org/10.1016/j.nedt.2019.08.017>.
13. J. P. Lenzion, "Human Resources Management in the System of Organizational Knowledge Management," *Procedia Manuf.*, vol. 3, no. Ahfe, pp. 674–680, 2015, <https://doi.org/10.1016/j.promfg.2015.07.303>.
14. Warsono, K. Prasetyo, A. Trilaksana, and Agung Dwi Bahtiar El Rizaq, "Educational Staff Responses About Policy Models About Career Development Policy Models at Surabaya State University," vol. 383, no. Icsc, pp. 460–463, 2019, <https://doi.org/10.2991/icss-19.2019.188>.
15. E. Loyarte-López, I. García-Olaizola, J. Posada, I. Azúa, and J. Flórez, "Sustainable career development for R&D professionals: Applying a career development system in Basque country," *Int. J. Innov. Stud.*, vol. 4, no. 2, pp. 40–50, 2020, <https://doi.org/10.1016/j.ijis.2020.03.002>.
16. T. McAleavy, B. Choi, and S. Arlikatti, "Faceless heroes: A content analysis of determinants for the recruitment, career development & retention of Emergency Medical Dispatchers in the United States of America," *Int. J. Disaster Risk Reduct.*, vol. 61, p. 102335, 2021, <https://doi.org/10.1016/j.ijdrr.2021.102335>.
17. E. Janssen, B. I. J. M. van der Heijden, J. Akkermans, and M. Audenaert, "Unraveling the complex relationship between career success and career crafting: Exploring nonlinearity and the moderating role of learning value of the job," *J. Vocat. Behav.*, vol. 130, no. March, p. 103620, 2021, <https://doi.org/10.1016/j.jvb.2021.103620>.
18. I. Muhayat, "Development of Teacher Position in Islamic Education Institutions: Teachers as Professional Educators," *Istawa J. Pendidik. Islam*, vol. 4, no. 1, pp. 1–14, 2019, <https://doi.org/10.24269/ijpi.v4i1.1640>.
19. V. M. Sundari and C. Praseeda, "Career Development Conundrum of Educational Institutions – An Introspection of Student Talent Management," *Int. J. Recent Technol. Eng.*, vol. 8, no. 4, pp. 897–901, 2019, <https://doi.org/10.35940/ijrte.d7507.118419>.
20. Fatmawada s, "Pengembangan Kompetensi tenaga Kependidikan di Universitas Negeri Makasar," *J. Off.*, vol. 2, no. 2, pp. 109–114, 2016.
21. L. Yang and L. P. W. Wong, "Career and Life Planning Education: Extending the Self-Concept Theory and Its Multidimensional Model to Assess Career-Related Self-Concept of Students with Diverse Abilities," *ECNU Rev. Educ.*, vol. 3, no. 4, pp. 659–677, 2020, <https://doi.org/10.1177/2096531120930956>.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

