



## Analysis of the Professionalism of Civil Servants (PNS) In the Elementary School Development Division at the South Buru Regency Education Office

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#### ABSTRACT

*This study aims to analyze the professionalism and inhibiting factors of Civil Servants (PNS) in the Elementary School Development Division at the Education Office of South Buru Regency. The research method used is descriptive qualitative. Data were collected through interviews, observations, and documentation. The data were analyzed using the interactive qualitative data analysis model of Miles and Huberman. The results of the study show that the level of professionalism of Civil Servants in the Elementary School Development Division is generally categorized as fairly good, but not yet optimal. The inhibiting factors of employee professionalism in the Elementary School Development Division are multidimensional and originate from both internal and structural aspects of the organization. These include uneven employee discipline, unbalanced technical competencies, employee work motivation, unequal workload distribution, and weak internal supervision.*

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### INTRODUCTION

The implementation of modern governance demands that state apparatus possess a high level of professionalism to deliver quality public services. The professionalism of civil servants (PNS) is a crucial foundation for creating an effective, efficient, and responsive bureaucracy (Mustopadidjaja, 2020). In the education sector, professionalism is reflected in employees' qualifications, competencies, performance, discipline, and responsibility as essential elements in achieving optimal educational services. The demand for professionalism is further reinforced by the national legal framework, particularly Law No. 5 of 2014 on the State Civil Apparatus (ASN), which emphasizes that ASN management must be based on the principles of professionalism, accountability, efficiency, and effectiveness. This is highly relevant for the

Education Office as a regional government body with strategic duties in supervising educational institutions and improving the quality of education services (Rahmawati, 2021).

In South Buru Regency, the challenges to professionalism have continued to grow in line with the increasing number of elementary schools, teachers, and students under its supervision. In the 2024/2025 academic year, there were 107 elementary schools, 1,289 teachers, and more than 10,273 students—an increase from 2019. The Elementary School Development Division also manages complex programs, including infrastructure development, procurement of school furniture, and school supervision, as outlined in the South Buru Education Office's Action Plan (2023). However, several challenges persist, such as mismatches between employees' educational qualifications and job requirements, limited technical competencies in data management and planning, suboptimal performance, and low levels of discipline—including employee tardiness reaching 23% per month. These conditions indicate a clear gap between the expectations of bureaucratic professionalism and the realities faced by civil servants in the field.

Previous studies also emphasize the importance of ASN professionalism. Langgeng and Wilasari (2023) concluded that enhancing professionalism improves accountability and the quality of bureaucratic services. Weni et al. (2024) affirmed that employee performance, discipline, and responsibility significantly influence the quality of public services. Ihsan et al. (2023) highlighted the critical role of technology-based professionalism in improving bureaucratic effectiveness. Thus, strengthening the professionalism of civil servants—particularly in terms of qualifications, competencies, performance, and discipline in the Elementary School Development Division—is essential to improving educational governance in South Buru Regency

## **METHODS**

This study employs a descriptive qualitative approach. The research was conducted at the Department of Education of Buru Selatan Regency, involving the head of the department, the secretary, division heads, section heads, and staff as research subjects. The research objects include an overview of the professionalism of civil servants and the various constraints that influence it. Primary data were obtained through observation, in-depth interviews, and documentation. Meanwhile, secondary data were collected from official documents, departmental archives, journals, and other supporting information to strengthen the research findings. The data collection techniques used were interviews, observation, and documentation. Data analysis employed the Miles and Huberman model, which consists of four stages: data collection, data reduction, data display, and conclusion drawing.

## **RESULTS AND DISCUSSION**

### **Professionalism of Civil Servants in the Primary School Development Division**

The findings of this study indicate that the level of professionalism among Civil Servants (PNS) in the Primary School Development Division of the South Buru Regency Education Office falls into the “adequate” category, but has not yet reached an optimal level. The analysis of professionalism was conducted using four main indicators: qualification, competence, performance, and discipline.

#### **1. Qualification**

In general, structural officials (the Head of Office, Secretary, and Division Heads) possess educational qualifications that match the requirements of their positions, predominantly

holding Master's (S2) and Bachelor's (S1) degrees. However, at the staff level, there are still employees with high school (SMA) and diploma (D3) qualifications occupying technical positions that require strong administrative and educational regulation competencies. This mismatch affects the variation in performance quality and increases the need for employee training. These findings support Sari (2020), who states that educational qualifications influence employees' administrative capabilities.

## 2. Competence

Although employees have acquired basic skills through work experience and self-learning, data show that most staff have not participated in position-specific training (diklat) or relevant technical training. This imbalance leads to uneven technical and managerial competencies and falls short of ASN professionalism standards. These findings align with Fitriani (2021), who emphasizes the importance of continuous training for employees in the education sector.

## 3. Performance

Budget realization data for 2023 indicate fairly good performance, with several sub-activities achieving 100% completion. However, some strategic programs were not fully realized, suggesting weaknesses in planning, coordination, and technical implementation. Interviews also revealed variations in work quality among employees, although services generally continue to run according to SOPs. This is consistent with Dwiyanto (2006), who argues that bureaucratic effectiveness depends on adherence to procedures and the quality of work processes.

## 4. Discipline

Employee discipline is categorized as fairly good but uneven. Instances were found of employees arriving late, inconsistently following SOPs, and failing to complete tasks on time. This condition highlights the need for stronger internal supervision and more intensive coaching. These findings support Hasibuan (2017) and Setiawan (2019), who assert that discipline is a key factor determining the quality of public services.

Overall, the professionalism of employees in the Primary School Development Division is influenced by imbalanced qualifications, uneven competencies, varied performance levels, and unstable discipline. Although some aspects show positive achievements, the results emphasize the need to strengthen employee capacity through improved qualification alignment, enhanced competence through training, optimization of performance based on accurate planning, and reinforcement of discipline and internal supervision.

### **Inhibiting Factors of Civil Servant Professionalism in the Primary School Development Division**

The findings of the study show that the professionalism of Civil Servants (PNS) in the Primary School Development Division is influenced by several multidimensional inhibiting factors originating from both internal employee attributes and organizational structure. These findings align with the perspectives of Sedarmayanti (2016), Robbins (2013), and Dwiyanto (2006), who emphasize that ASN professionalism is shaped by competence, motivation, discipline, workload, and the effectiveness of supervision. Based on a synthesis of interviews with all key informants, the following are the five main inhibiting factors of employee professionalism.

1. Uneven Employee Discipline

Discipline emerged as the dominant barrier, indicated by tardiness, absenteeism, and habitual procrastination. This condition leads to task accumulation and dependency on more disciplined employees. This finding is consistent with Setiawan (2019) and Hasibuan (2017), who stated that discipline is the foundation of ASN professionalism and has a direct impact on public service effectiveness. Dwiyanto (2006) also reinforces that unstable disciplinary behavior disrupts the workflow of the bureaucracy.

2. Imbalance in Employees' Technical Competence

Several employees have yet to master SOPs, lack attention to detail in document management, and require repeated instruction, resulting in slow administrative processes and susceptibility to errors. This condition aligns with Spencer & Spencer (1993), who assert that competence is a combination of knowledge and skills that determine job performance. Studies by Fitriani (2021) and Wibawa (2018) also show that uneven technical competence reduces service quality and increases the need for supervision.

3. Fluctuating Work Motivation and Employee Fatigue

Unstable work motivation arises as a significant barrier, particularly when employees experience fatigue or boredom, which leads to slower performance, reduced focus, and inconsistent output. This finding supports the theories of Robbins (2013) and Herzberg, which argue that low motivation affects discipline, initiative, and work quality. Research by Sari (2020) and Mulyadi (2017) also indicates that burnout is a major factor contributing to decreased productivity among government employees.

4. Uneven Workload Distribution

More disciplined employees often bear additional workload due to the absenteeism of colleagues, resulting in fatigue and slower service flow. This aligns with workload theory by Richard & Arnold (2011), which states that imbalance in workload leads to stress and reduced organizational effectiveness. Mahsun (2015) also emphasizes that disproportionate workload distribution weakens public service performance.

5. Weak Internal Supervision and Coaching

Suboptimal supervision allows some employees to work below standard, inconsistently follow SOPs, and repeatedly commit administrative errors. This finding supports the internal control theory of Mahsun (2015), which highlights the importance of continuous supervision in maintaining employee professionalism. Dwiyanto (2006) and evaluations by the Ombudsman also show that weak internal control contributes to low employee compliance with public service standards.

Overall, these inhibiting factors form a consistent pattern: weak discipline, uneven competence, low motivation, disproportionate workload, and weak internal supervision. These five factors interact and influence the quality of educational services. Therefore, improving professionalism requires a holistic approach through strengthening discipline, enhancing competence, boosting work motivation, ensuring fair workload distribution, and implementing more effective supervision and coaching mechanisms.

## CONCLUSION

The level of professionalism among Civil Servants in the Primary School Development Division is generally categorized as fairly good, but not yet optimal. This is evident from several indicators. For the qualification indicator, the educational structure of employees shows that Echelon II and III positions meet the required undergraduate and graduate-level standards (S1–S2). However, some staff members with high school (SMA) and diploma (D3) qualifications still occupy technical positions that demand more complex administrative skills. For the competency indicator, not all employees have completed training programs that are aligned with their positions, resulting in civil servant competencies that are not yet fully professional. For the performance indicator, budget realization data shows that while several school development activities achieved their targets, some strategic programs did not reach 100% completion. For the discipline indicator, employee discipline remains inconsistent. There are still employees who arrive late, postpone task completion, and do not consistently work in accordance with established SOPs. The factors hindering employee professionalism in the Primary School Development Division are multidimensional, stemming from both internal and structural aspects of the organization. These include uneven levels of discipline, unbalanced technical competencies, varying levels of work motivation, disproportionate workloads, and weak internal supervision.

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