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## **THE STRATEGIC ASPECTS OF FUNCTIONAL POSITION DEVELOPMENT IN DIY LOCAL GOVERNMENT**

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### **ABSTRACT**

Developing competence and distributing human resources within the state civil apparatus (ASN) is crucial for enhancing their professionalism. This study aimed to identify constraints and alternative strategies for developing competence in functional positions within the Yogyakarta Special Region Government (DIY). Using a qualitative descriptive analysis, the research highlighted several obstacles in functional position development, including limited training types, budget constraints, scheduling conflicts, and insufficient information about available training. Training institutions responsible for developing the competence of functional officials must adhere to legal requirements, particularly those holding accreditation from the relevant Guiding Agency. Collaboration with universities or accredited training institutions is also necessary, particularly in education. Additionally, there is a need to ensure that competent teaching staff are available for specific types of functional training. To address these challenges, the selection of training types must align with a mapped-out understanding of the competency needs of functional officials in the DIY Regional Government. By considering these needs, the government can better target the development of its human resources, ensuring that functional officials receive the appropriate training to fulfill their roles effectively. These steps will help overcome current barriers and support ASN's long-term professionalism and competence in functional roles.

Keywords: competency development, training, functional position.

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### **INTRODUCTION**

Bureaucratic Reform 2010-2024 mentions several bureaucratic problems, one of which is organizational problems where government organizations have not been properly functioning and sized (right sizing) (Maryudi et al., 2022; Maulidia et al., 2019). Streamlining government organizations is a concrete step to solving bureaucratic problems that are not yet functional and in the right size. President of the Republic of Indonesia, Joko Widodo, in the Plenary Session with the People's Consultative Assembly, conveyed his vision to simplify the current government bureaucracy quickly (Astuti, 2021). The Ministry of State Apparatus Empowerment and Bureaucratic Reform (Kemenpan RB) then translated the President's vision into the Ministerial Regulation of PAN RB Number 28 of 2019 concerning the Equalization of Administrative Positions into Functional Positions.

Indonesia's 2010-2024 Bureaucratic Reform Roadmap aims to streamline government operations by simplifying and restructuring positions to improve efficiency and public service delivery. A critical step in this process is the equalization of administrative roles into functional positions, as mandated by Ministerial Regulation PAN RB No. 28 of 2019 (Widowati et al., 2023). This regulation reduces hierarchical layers, promoting a more dynamic and professional bureaucracy per President Joko

Widodo's vision. The Yogyakarta Special Region Government (DIY) is implementing this reform but faces challenges such as limited functional roles at higher levels, which impact career progression. This study examines strategies for developing functional positions in DIY, addressing these challenges to support the region's alignment with national bureaucratic reform goals.

The regulation is the government's strategic basis for creating a more dynamic and professional bureaucracy to accelerate public services (Rakhman & Wijayana, 2024; Virnandes et al., 2024). Based on these rules, the scope of equalization of positions in government agencies includes Administrator Positions (Echelon III), Supervisory Positions (Echelon IV), and Executive Positions that occupy Echelon V (Kurniati et al., 2022).

The implementation of regulations on the equalization of Administrative Positions into Functional Positions is responded to by local governments, especially the Regional Government of the Special Region of Yogyakarta (Pemda DIY) by applying it to the bureaucratic environment of the Regional Government of Yogyakarta, considering that DIY has its legal basis and authority regarding institutions contained in Law Number 13 of 2012 concerning the Privileges of the Special Region of Yogyakarta. Simplifying the bureaucracy within the DIY Regional Government is a challenging thing. Implementing government policies to equalize administrator positions to functional positions has several challenges, namely the limited types and number of functional position formations at higher levels, which can inhibit the promotion of levels and spatial groups.

Simplification of bureaucracy does not automatically mean the direct transfer of administrative positions to functional positions (Hilmawan et al., 2023). The Yogyakarta local government faces unique challenges in implementing this transition due to its distinct legal framework and administrative autonomy under Law No. 13 of 2012 (Muhammad, 2023). These challenges include limited functional positions at higher levels, inadequate alignment between the required competencies and available roles, and obstacles in career progression for civil servants. Implementing ASN management in this context requires careful attention to determining the correct number and competencies for functional positions, ensuring proper placement, and developing the necessary skills among functional officials. Given these challenges, this study seeks to explore how the Yogyakarta government can effectively manage the transition from administrative to functional roles (Damayanti, 2019).

Civil Servants (PNS) who will take part in the equalization to become functional officials and those who have become functional officials are expected to improve their competence through education and training so that their work will be more productive and get credit scores according to the target so that they can be promoted / class as planned. In its implementation, the development of functional position competencies carried out through the functional technical training route is still small compared to leveling training. Leveling training is only for structural training in leveling, which includes pre-service training for groups I, II, and II, as well as Level III and IV leadership training. Meanwhile, functional technical training includes technical training and functional training.

The functional training held is also still limited to training to support the competence of functional positions. This can be seen from the data on the development of alumni of BANDIKLAT DIY Vocational Training and Technical Training that until 2020, the number of alumni of Leveling Training, which includes Pre-Service Training, Level III and IV Leadership Training, is 21,059 people, while the number of

alumni of Technical and Functional Training is 12,122 people. The development of alumni of BANDIKLAT DIY leveling and technical training from 2010 to 2020 can be seen in the following chart (Ali et al., 2020).

Human resources need opportunities and space to develop. According to Chris Rowley and Keith Jackson (2022) in Nunuk Arie Suryana et al. (2024), human resource development is a process that is carried out to develop workers' knowledge, skills, and abilities, as well as competencies through training and development, organizational learning, leadership management, and knowledge management, for performance improvement.

The career development of civil servants is based on qualifications, competencies, performance assessments, and the needs of government agencies, with integrity and morality playing a central role (Shafait & Huang, 2024). Competencies are categorized into three main aspects: technical competencies (measured by education, functional training, and work experience), managerial competencies (assessed through education, management training, and leadership experience), and socio-cultural competencies (measured by experience in a pluralistic society) (Savandha et al., 2024). Addressing the challenges in these areas is essential for the broader success of Indonesia's bureaucratic reform. Without adequately developing these competencies, the transition to a more efficient, professional civil service will stall, undermining efforts to create a dynamic and responsive government. Resolving these challenges will ensure that functional officials are equipped with the skills needed to meet the demands of their roles, ultimately leading to more effective public service and achieving the goals of bureaucratic reform (Li et al., 2024).

Competency development is an effort to meet the competency needs of civil servants with position competency standards and career development plans. Competency development is carried out at the agency and national levels. The needs and competency development plans, as mandated by Government Regulation Number 11 of 2017, which has been amended by Government Regulation Number 17 of 2020, consist of an inventory of the types of competencies that need to be improved by each civil servant and competency development implementation plans. A competency gap analysis and a performance gap analysis are carried out to prepare a competency development plan. The competency gap analysis was carried out by comparing the competency profile of civil servants with the competency standards of the positions occupied and to be occupied.

Furthermore, article 208 of Government Regulation Number 11 of 2017, which has been amended by Government Regulation Number 17 of 2020, explains that the preparation of competency development plans at the national level includes Technical Competence, Managerial Competence, and Socio-Cultural Competence. Technical Competencies consist of technical competencies and functional competencies. The LAN prepares plans for the development of managerial and socio-cultural competencies. Technical agencies prepare technical competency development plans. The preparation of functional competency development plans is carried out by the Functional Position Supervisory Agency (Article 208). The implementation of competency development must be by the plan that has been set.

Competency development can be carried out in the form of education and training (Article 210). Competency development in the form of education is carried out to increase the knowledge and expertise of civil servants through formal education in the form of providing learning assignments (Article 211). Competency development in the form of training is carried out through classical and non-

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classical training paths. Classical training is carried out through a face-to-face learning process in the classroom, seminars, courses, and training. Competency development in the form of non-classical training is carried out through e-learning, on-the-job guidance, distance training, internships, and exchanges between civil servants and private employees.

Competency development can be carried out independently by the relevant government agencies, together with other Government Agencies that have accreditation to carry out the development of certain competencies, or together with an independent competency development institution (Article 213). Technical competency development is implemented through training channels to achieve the requirements of position competency standards and career development. The implementation of technical competency development can be carried out in stages. The type and level of technical competency development are determined by the technical agency concerned. Technical training is organized by an accredited training institution. Technical training accreditation is carried out by each technical agency by referring to the accreditation guidelines set by LAN (Article 214).

Functional positions are an option in the career development of civil servants, in addition to structural positions (supervisory positions, administrators, and high leadership positions). Being a functional official means having certain expertise and skills and carrying out specific work independently and in accordance with these skills and skills (Soviyanti Novi, 2019). Functional position holders are expected to have high motivation in improving their skills, competencies, and performance, as well as wide opportunities to develop creative ideas and career paths so that the competence of functional positions can be developed. Competency development for functional positions is carried out to achieve competency requirements that are in accordance with the type and level of each Functional Position. For this reason, for Administrative Position holders who will and have participated in the Equalization to Functional Positions as stipulated in the PANRB Ministerial Regulation (Permen) Number 28 of 2019, competency development through training is very necessary.

The implementation of functional position competency development is carried out through a training path to achieve the requirements of position competency standards and career development. The type and level of functional competency development are determined by the Functional Position coaching agency. This study aims to identify obstacles and alternative strategies for developing competencies for functional positions in the DIY Regional Government.

In light of these issues, this study seeks to explore and address the key challenges that hinder the competency development of functional positions within the DIY Regional Government. The complexity of functional position development stems not only from bureaucratic constraints but also from the limited availability of tailored training programs that align with the needs of functional officials. Furthermore, the lack of budgetary support, inadequate scheduling, and insufficient communication regarding available training exacerbates the problem. As such, identifying these challenges is crucial to formulating effective strategies for competency development.

Given these circumstances, this research aims to provide strategic solutions that are directly responsive to the competency needs of functional officials in the DIY Regional Government. These strategies include improving the availability and accessibility of competency development programs, enhancing collaboration between local government bodies and accredited training institutions, and optimizing resource allocation to support competency training. By addressing these challenges through

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targeted solutions, this study aspires to enhance the professionalism and effectiveness of civil servants in functional positions, ultimately contributing to the broader goals of bureaucratic reform and efficient public service delivery within the region.

The specific objectives of this research are twofold: first, to identify the primary challenges that hinder the development of competencies for functional officials within the DIY Regional Government, and second, to propose practical and strategic solutions that can be implemented to overcome these barriers. The findings of this study are expected to serve as a foundation for improving the competency development framework, ensuring that functional officials are well-equipped to fulfill their roles and responsibilities effectively.

## **METHODS**

The research method used in this study is a mixed research method. According to Sugiyono (2014), mixed research methods are a combination of qualitative and quantitative research methods. Furthermore, Ninik Supriyati (2015) emphasized that the mixed method combines quantitative and qualitative research. Triangulation is one of the typologies of data collection and analysis in this research method. In this triangulation, data is collected and analyzed simultaneously using qualitative and quantitative methods.

Several methods are used in data collection. Primary data was collected through Focus Group Discussion (FGD), In-depth Interviews, and the collection of documents that are still needed, such as Surveys and Documentation. The survey was conducted on functional officials within the Yogyakarta Regional Government through a questionnaire distributed using the Google Form application. Respondents who filled out the questionnaire were 179 Functional Officials from 41 Agencies/Agencies in the DIY Regional Government. Secondary data was collected through a desk study, which collects literature and documents related to the theories and data needed in this research.

The triangulation process involved comparing the data from surveys, interviews, and FGDs to identify common themes and discrepancies. For instance, if a challenge identified in the survey was echoed in the interviews and further confirmed in the FGDs, it was considered a validated finding. Conversely, any discrepancies across these data sources were carefully analyzed to understand the potential reasons behind the differences, thus refining the overall understanding of the challenges faced by functional officials. By integrating these methods, the triangulation approach ensured that the study's conclusions were robust and well-grounded, capturing both the breadth (through the survey) and depth (through interviews and FGDs) of the challenges related to competency development in the DIY Regional Government.

## **RESULTS AND DISCUSSION**

Analysis of interview results, questionnaire distribution, documentation studies, and Focus Group Discussion (FGD) are an overview of the implementation of competency development for functional officials in the DIY Regional Government. The analysis of the competency development of functional officials is carried out with a focus on the implementation of functional officer competency development, as well as the obstacles to meeting the needs of functional officer competency development through training.

**Implementation of Competency Development of Functional Officials in the DIY Regional Government**

Functional Officials have the authority and responsibility for work and work results independently, and other functional personnel can assist them in implementing work. However, the responsibility for the work results and its authority is still attached to the Functional Officer, so it requires adequate competence. Competency Development of Functional Officials can be carried out through education and training, both organized by the State Administration Institution (LAN), ministries/institutions, BPSDM/Pusdiklat at Ministries/Institutions, and Provincial Education and Training Agencies.

The implementation of Training for Functional Officials in the Special Region of Yogyakarta is carried out by several training institutions in accordance with their fields as well as by the BANDIKLAT of DIY Province. Some of the trainings for Functional Officials in DY that have been carried out by the DIY local government include:

1. **The workshop on Strengthening and Developing Competencies of Functional Positions of the Regional Government of the Special Region of Yogyakarta 2020** will be held on January 30, 2020. The Provincial Government of the Special Region of Yogyakarta, in collaboration with the Yoga Executive School "YES," carried out activities with 86 participants from institutions, agencies, offices, offices, and halls within the Regional Government of the Special Region of Yogyakarta. <https://www.yesjogja.com/2020/02/01/workshop-penguatan-dan-pengembangan-kompetensi-jabatan-fungsional-pemerintah-daerah-daerah-istimewa-yogyakarta-tahun-2020/>
2. **BAPELKES Yogyakarta organized the training.**

Based on Governor's Regulation 97 of 2015, the primary duties and tasks of Bapelkes Jogja are to plan, implement, and evaluate training for apparatus and the community. Several types of training for functional officials carried out by the health training center of Bapelkes Jogja include:

1. Nurse functional position training
2. Midwife functional position training
3. Training for functional positions of public health extension workers
4. Nutritionist functional position training
5. Training for dental nurse functional positions
6. Physiotherapy functional position training
7. Sanitarian functional position training
8. **The Yogyakarta Education and Training Agency (Bandiklat) organized the training.**

Data obtained from the DIY Bandiklat show that until 2020, 21,059 people were alumni of the Leveling Training, which includes Pre-service Training and Level III and IV Leadership Training, while 12,122 people were alumni of Technical and Functional Training.

According to the Governor of Yogyakarta Regulation number 71 of 2019 of the DIY Education and Training Agency, which is an amendment **to Article 37 of the Governor's** Regulation No. 78 of 2018, it is explained that Bandiklat has a Functional Training Subdivision which has the task of carrying out the planning, implementation, and evaluation of functional training. To carry out these tasks, the Functional Training Subdivision has the following functions:

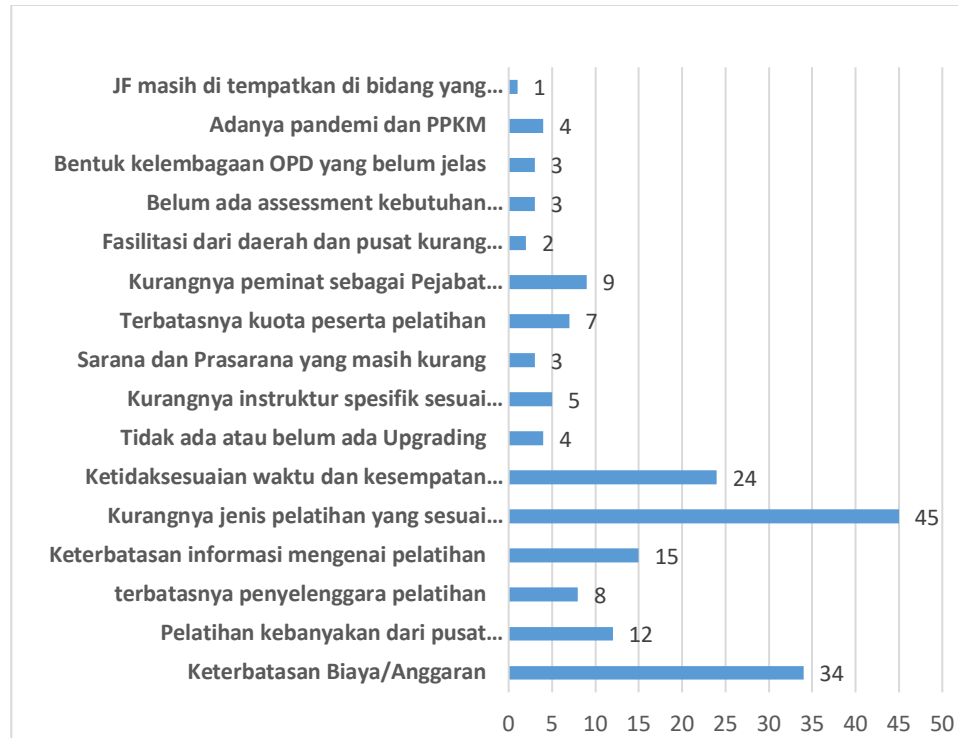
- a. preparation of work programs for the Functional Training Subdivision;
  - b. preparation of materials for the formulation of technical policies for functional training for ASN;
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- c. implementation of functional training;
- d. the implementation of learning evaluation and testing of training materials, as well as the evaluation of training implementation;
- e. the implementation of special internalization training;
- f. presentation of evaluation results and training recommendation materials for participants;
- g. competency development through functional and socio-cultural training of ASN;
- h. monitoring, evaluation, and preparation of Functional Training Subdivision program reports; and
- i. the implementation of other duties given by superiors in accordance with the duties and functions of the Agency.

Based on the data that has been obtained from BANDIKLAT DIY, it can be seen that the implementation of functional technical training is still small compared to leveling training. Leveling training is only for structural training in leveling, which includes pre-service training for groups I, II, and III, as well as Level III and IV leadership training. Meanwhile, functional technical training includes technical training and functional training. The functional training held is also still limited to training to support the competence of functional positions. Competency development related to training in the skill leveling of functional officials is the authority of the Supervisory agency for each type of functional position. Although BANDIKLAT has been accredited as a training provider from LAN, it has not been able to fully organize training on the promotion of functional positions because it must be licensed or accredited by the Supervisory Agency of the functional official.

#### **Obstacles in Meeting the Needs of Competency Development of Functional Officials**

From the results of the survey that has been carried out, it can be seen that the type of training that Functional Officials have followed in the institution/service where they are placed can basically be said to be quite varied, both training for appointment and training for leveling needs. However, meeting the competency development needs of functional officials through training is not an easy thing. This is shown through the opinions of respondents about the existence of obstacles to meeting the needs of competency development of functional officials through training. The obstacles encountered can be seen in the following chart:



Source: Primary Data (processed)

**Figure 1.**

**Number of Respondents' Opinions on Obstacles in Meeting the Needs of Competency Development of Functional Officials through Training**

In the chart, it can be seen the opinions of respondents about the obstacles in meeting the needs of Competency Development of Functional Officials through Training. These obstacles are lack of the type of training that suits the needs, cost/budget limitations, inconsistencies in time and opportunities to participate in training, as well as limited information about the existence of training, etc.

From the opinion of the respondents, in the implementation of training for the development of functional officials' competencies, it is hoped that BANDIKLAT and other training institutions can determine the type of training that suits the needs of functional officials in the DIY Regional Government, the implementation of training can be socialized well in advance of the training so that Functional Officials or Functional Officer Candidates who will take part can prepare themselves to be able to Follow. In terms of financing, it is hoped that participants will not be charged burdensome costs, both for prospective participants and for the sending agency/agency.

**The Need for Competency Development of Functional Officials in the DIY Regional Government**

Government Regulation of the Republic of Indonesia Number 11 of 2017 Article 210 Paragraph (2) explains that Competency Development for Civil Servants can be carried out in the form of Education and/or Training (Diklat). Competency development in the form of education for civil servants is carried out through formal education with the provision of learning assignments, while competency development in the form of training is carried out through classical and non-classical training routes.

Article 212 Paragraph (2) "Competency Development in the form of Classical Training is carried out through a face-to-face learning process in the classroom, at least through training, seminars, courses, and training." Paragraph (3) "and for competency development in the form of training, it is carried out at least through e-learning, distance training, internships, and exchanges between civil servants and Private Employees."

Training that is carried out to provide knowledge and/or skills for Civil Servants in accordance with the expertise and skills required in functional positions is referred to as **Functional Education and Training (Functional Training)**. **Training** at this functional position level consists of:

- Functional training is a form of training that provides certain functional knowledge and expertise and is directly related to the implementation of the duties of the functional position of the skill concerned.
- Functional skills training is a form of training that provides certain functional knowledge and skills and is directly related to the implementation of the functional duties of the relevant skill position.

From the results of the survey that has been carried out, it can be seen that the type of training that Functional Officials have followed in the institution/service where they are placed can basically be said to be quite varied, both training for appointment and training for leveling needs. However, even though functional officials who are respondents have participated in competency development training, it turns out that there are still quite a lot (55.3%) who think that their competencies are not in accordance with their demands and types of duties. Respondents who stated that it was appropriate were there (44.7%).

The preparation/analysis of needs and competency development plans of the DIY Regional Government in 2022 has been carried out by the DIY Regional Civil Service Agency (BKD DIY). The Needs Analysis and Competency Development Plan was carried out with the aim of finding out the need for competency development for civil servants in the DIY Regional Government, both structural officials, implementers, and civil servants in functional positions. In the analysis of the training needs, it is explained that as long as there is still a gap between the competencies required to carry out tasks in a position and the competencies possessed, training is one of the solutions to close the competency gap that occurs.

From the 2022 DIY Regional Government Needs and Competency Development Plan (RPK) Report, it can be seen that the Training Needs for Functional Officials consist of the need for Basic Training for Functional Positions (Training for the appointment of Functional Positions) and the Training Needs for Leveling for Certain Functional Officials who will be promoted. This can be explained as follows:

#### **Basic Training Needs for Functional Positions (Training for Appointment to Functional Positions)**

This training is needed for candidates for functional positions to be appointed as functional officials. In the 2022 RPK REPORT, it can be seen that from the results of the verification, 46 types of basic training are required for the appointment of Functional Positions, with the following details:

**Table 1. Basic Training Needs for Functional Positions**

TYPES OF TRAINING	NUMBER OF NEEDS (PEOPLE)
Agricultural Extension Officer	1
Skilled Veterinary Paramedic	2
First Expert Feed Quality Supervisor	2
Expert Agricultural Products Market Analyst	1
Social Extension	1
Social Workers	3
Introduction to First Jobs	2
The First Computer System	2
First Archivist	1
The First Industrial Relations Mediator	3
First Occupational Health Advisor	1
Skilled Health Laboratory Institutions	6
The First Computer System	1
Skilled Pharmacist Assistant	2
Skilled nurses	5
Skilled Dental Nurse	1
Skilled Sanitarians	3
Skilled Archivist	2
Skilled Electromedical Technician	1
Skilled Medical Recorder	2
Skilled Speech Therapist	1
First General Practitioner	5
First Dentist	1
First Physiotherapist	1
The First Computer System	1
The First Environmental Sanitation Technique	1
First Forestry Police	2
The First Forestry Extension Officer	2
The First Expert in Building and Housing Engineering	1
The First Expert Environmental Sanitation Technique	1
First Member Earth Researcher	1
First Expert Electricity Inspector	1
The First Expert Road and Bridge Engineering	2
First Expert Irrigation Techniques	1
Skilled Irrigation Techniques	1
The First Expert Computer System	1
First Engineer	7

First Research Engineer and Engineer	1
Skilled Research Technicians and Engineers	2
First Industrial and Trade Extension Officer	3
Goods/Services Procurement Officer	12
Shrimp regulation planner <sup>2an</sup>	1
Archivist	1
Computer infrastructure	1
First Public Health Extension Officer	4
Auditor	1
SUM	98

Source: RPK Report 2022

**The Need for Leveling Training for Functional Officials Who Will Be Promoted**

Based on the results of the analysis of the 2022 DIY Regional Government Needs and Competency Development Plan (RPK), from the results of the verification of OPDs, eight types of functional position leveling training needed by functional officials to be able to move up the ranks were obtained. The training is detailed as follows:

**Table 2. The Need for Leveling Training for Functional Officials Who Will Be Promoted**

No	Types of JF Leveling Training	Number of Needs
1	Expert Agricultural Products Market Analyst	3
2	Widyaiswara Madya	6
3	Forestry Extension Supervisor	11
4	First Engineer	6
5	Social Workers	11
6	Young PBJ	30
7	PBJ Madya	9
8	Pamong Praja Police (skilled to expert)	10
Sum		86

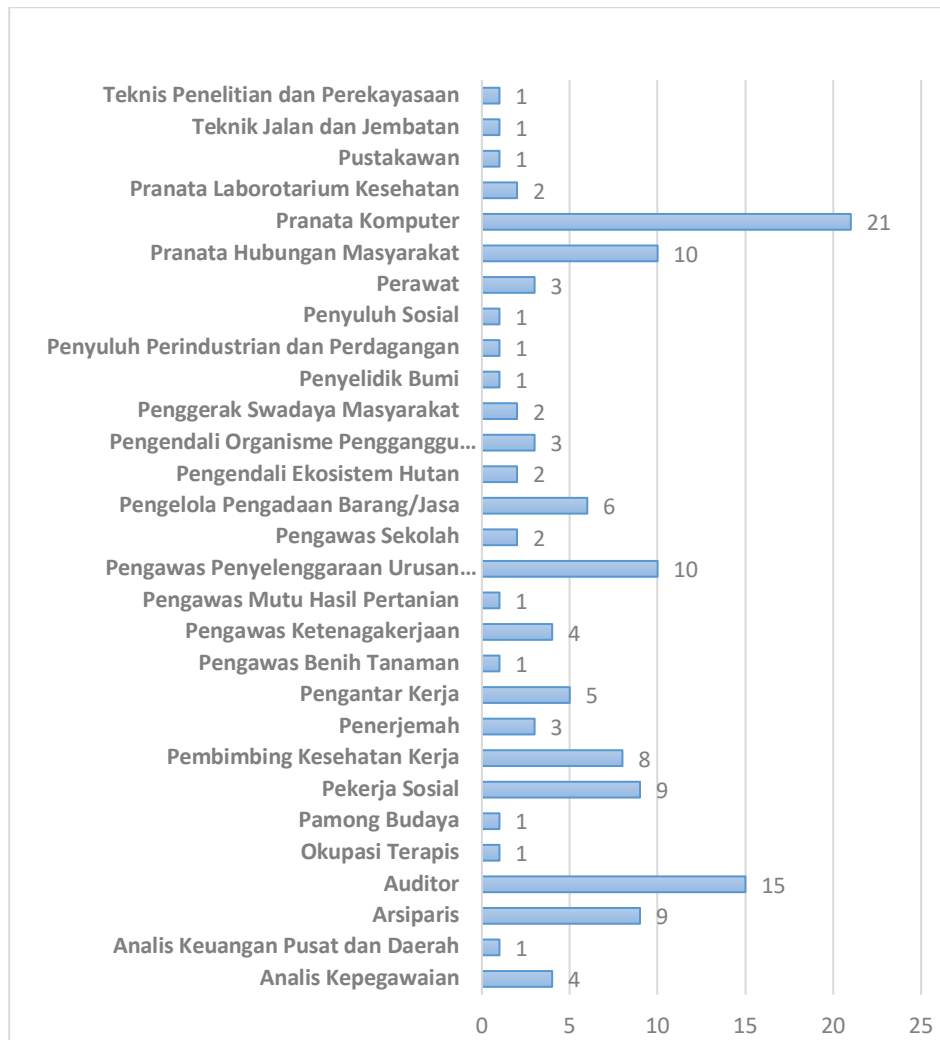
Source: RPK REPORT 2022

From the results of the analysis of the need for Basic Training for Functional Positions (Training for the appointment of Functional Positions) and the need for leveling training for Certain Functional Officials who will be promoted to the positions mentioned above, it can be known that the need for competency development training for functional officials is still quite a variety of types.

In determining the type of training that Training Institutions and BANDIKLAT will carry out, they can consider the map of the needs of functional officials and the competency needs of Functional Officials that need to be developed in agencies in the DIY Regional Government. For this reason, the following will present the results of research on the Opinions of Functional Officials in the Yogyakarta Regional Government about the needs of functional officials and the competency needs of Functional Officials that need to be developed.

**Opinion of Functional Officials on Competency Development Training for Functional Positions that Are Still Needed**

From the results of the survey, there are still many types of competencies for functional positions that need to be developed through training. This can be seen from the opinions of 119 functional officials who were respondents; 21 (17.64%) argued that training in the development of computer infrastructure competencies was still needed; 15 (12.60%) stated that training is still needed for Auditor competency development, 10 (8.4%) argued that competency development training is needed for Supervisors of Regional Government Affairs Implementation (P2UPD), 10 (8.4%) argued that training in Public Relations Institutions is still needed, in addition to that, competency development as Social Workers, Archivists, Occupational Health Supervisors and also other competencies is needed. This can be seen in the following table.



Source: Primary Data (processed)

**Figure 5.**

**Number of Respondents who believe in Functional Position Competencies that need to be developed**

**Respondents' Opinions on the Type of Functional Position Competency Development Training Needed**

The survey results were used to find out the respondents' opinions about the functional position competencies that need to be developed, as described above, and to show the types of competency development training needed. Of these several types of competency development, respondents also argued about organizing institutions that are considered feasible to organize training on the competencies needed. The following table shows respondents' opinions about the types of competency development training needed for Functional Officials and officials who will become Functional Officials.

**Table 2. Respondents' Opinions on the Type of Functional Position Competency Development Training Required**

It	Required JF Competency Development Training	It	Required JF Competency Development Training
1.	Market Price Analyst	18	PBJ,
2.	Job analysis	19	ICT utilization
3.	Archivist	20	Researchers
4.	Forensic Audit,	21	Translator
5.	Investigative Audit,	22	Job Introduction
6.	Auditor	23	Supervision
7.	Personnel Auditor	24	Professional development
8.	Tourism Functional Position,	25	OPT Operator
9.	expertise in the field of IT and public speaking	26	Writing Scientific Papers
10	Basic competencies of the main tasks	27	Development Planning and Finance
11	Managerial competence	28	PMHP, Market Price Analyst
12	Competence in Fostering Farmers and Seed Producers	29	computer infrastructure,
13	socio-cultural competence	30	Public Speaking
14	Technical Competence,	31	Librarian
15	Public service management	32	All Types of Development that support careers in functional positions
16	Mediator	33	Information Technology
17	Methodology		

Source: Primary Data (processed)

For the implementation of training for functional officials, training institutions must meet the requirements stipulated in laws and regulations. The most essential requirement is that you have accreditation from the Supervisory Agency responsible for developing the functional position. Deep Organizing Various Functional Position Training: Training institutions can collaborate with accredited universities or training institutions to provide competent teaching staff according to the type of functional training.

Furthermore, to determine the type of functional technical training for officials and prospective functional officials in the Yogyakarta Regional Government based on the results of the technical competency survey needed by functional officials and the 2022 RPK report can be found in the following table:

**Table 3. Functional Technical Training Needs for Functional Positions**

No	Functional Positions	Types of Functional Technical Training
1	Archivist	<ul style="list-style-type: none"> <li>• Dynamic Archive Management</li> <li>• Arrangement of special form archives</li> <li>• Diigital Archive Management</li> <li>• IT Competencies</li> </ul>
2	Apparatus HR Assessor	<ul style="list-style-type: none"> <li>• Change Management</li> <li>• Technical Decision Making</li> </ul>
3	Auditor	<ul style="list-style-type: none"> <li>• IT Competencies</li> <li>• APIP</li> <li>• Procurement of Goods and Services</li> <li>• Advanced Audit</li> <li>• IT-based audits</li> <li>• Investigative audits and performance audits</li> <li>• Risk management</li> <li>• General surveillance techniques</li> <li>• Construction supervision techniques</li> </ul>
4	Industrial Relations Mediator	<ul style="list-style-type: none"> <li>• Employment Law</li> <li>• Public speaking</li> </ul>
5	Cultural Leaders	<ul style="list-style-type: none"> <li>• Writing Scientific Papers</li> </ul>
6	Social Workers	<ul style="list-style-type: none"> <li>• Handling children with special needs</li> <li>• Clinical therapy</li> <li>• Child developmental psychology</li> <li>• Parenting techniques</li> <li>• Hypnotherapy</li> </ul>
7	Job Introduction	<ul style="list-style-type: none"> <li>• Public speaking</li> <li>• Microteaching and presentation techniques</li> <li>• Microsoft office</li> </ul>
8	Agricultural Product Quality Supervisor	<ul style="list-style-type: none"> <li>• Author of scientific papers</li> <li>• Quality assurance of food of plant origin</li> <li>• PPC training on pesticides and fertilizers</li> <li>• Understanding and application of ISO 17025:2017</li> </ul>
9	Social Extension	<ul style="list-style-type: none"> <li>• Public relations and communication</li> <li>• Social well-being knowledge</li> </ul>

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10	Nurse	<ul style="list-style-type: none"> <li>• Advanced nursing techniques</li> <li>• Mental health care</li> </ul>
11	Engineer	<ul style="list-style-type: none"> <li>• Writing scientific papers</li> <li>• Research and development of science and technology</li> </ul>
12	Computer Prana	<ul style="list-style-type: none"> <li>• IT Competencies</li> </ul>

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Source: Primary data (processed)

## CONCLUSION

Based on the findings, this study identifies key challenges in competency development for functional positions within the DIY Regional Government. These include limited training opportunities, budget constraints, scheduling conflicts, and inadequate information dissemination. A lack of coordination between training institutions, insufficient accreditation, and a mismatch between training content and actual needs hinder the existing efforts to implement competency development programs.

To address these challenges, several recommendations are proposed for policymakers. First, improve collaboration between regional and national training institutions to ensure training programs align with the specific competency needs of functional officials. Conducting regular needs assessments and updating training programs will help bridge existing gaps. Second, budget allocations should be increased to ensure access to more training opportunities. Third, offer flexible training schedules and promote e-learning platforms to overcome scheduling conflicts and geographical limitations. Additionally, policymakers should strengthen accreditation and quality assurance processes for training institutions to meet the required competency standards. Improving communication channels is also essential to ensure functional officials are promptly informed about training opportunities.

Further research is recommended to explore the impact of e-learning and digital platforms on competency development, track the long-term effects of training on performance through longitudinal studies, and conduct comparative research between regional and national competency frameworks. These steps will provide valuable insights for improving training models. By addressing these challenges and pursuing further research, the DIY Regional Government can enhance the competency development of its functional officials, resulting in a more capable and professional workforce.

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