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Analysis of the Quality and Competence of Civil Servants Affecting Services at the Banyumas Regency Education Office

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Abstrak

This study analyzes the quality and competence of the State Civil Apparatus (ASN) that influence public services in the Banyumas Regency Education Office, because the Education Office is at the forefront of public services in the field of education. The core problem is that there is still a lack of quality and competence among ASN in managing technical and managerial skills, which causes ineffective services such as school management and aid distribution. Based on empirical data from the National Civil Service Agency (BKN, 2022), which shows that 35% of ASN in the region have a mismatch in competencies, the author raises this issue as a topic of discussion in this scientific article. The research method used a qualitative approach (processed using the Miles & Huberman (1994) technique) through interviews with informans, observation, and document analysis. The study found that the poor quality and competence of civil servants have a major impact on public service delivery. Therefore, the research suggests reforming the merit system, implementing solutions that align with leadership directions, and creating more opportunities for civil servants to enhance their skills through continuous training. These steps will help ensure that organizational goals are met effectively and that the quality of public services continues to improve.

Keywords:ASN Quality; ASN Competence; Public Service

INTRODUCTION

The background of this study is based on an analysis of the quality and competence of the Civil Service working in the Banyumas Regency Education Office, which greatly influences the performance of optimal public services (Apriansyah & Salam, 2022). As the front line of public services, this office deals directly with the community in the field of education, such as new student registration, distribution of KIP (Indonesia Smart Card) and KBP (Banyumas Smart Card) assistance, disbursement of TPG (Teacher Professional Allowance), disbursement of TPP (Additional Employee Income) for ASN, school operational assistance and infrastructure facilities, handling of ATS (Out-of-School Children), services for lost or damaged diplomas, inclusive and equitable education, and many more. One of the findings regarding public service obstacles at the Banyumas Regency Education Office is the lack of quality and competence of civil servants. This can be seen in the field, such as the slow service process and the lack of responsiveness from public servants, in this case civil servants working at the Banyumas Regency Education Office.

Looking at data from the Ministry of Administrative and Bureaucratic Reform (2021) in a national survey, it shows that 40% of education services in the region have a public satisfaction index below 70%. Data released by the Civil Service Commission (2023) indicate that approximately 30% of civil servants working in the education sector face competency mismatches, which in turn affect the quality of services provided. Despite this issue, the Banyumas Regency Education Office recorded a Community Satisfaction Index (IKM) score of 88, categorized as Good, based on feedback from 369 informans collected between January and June 2025. This result stands out as a positive achievement, considering that the national average for education-related services remains below 70%. It

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reflects how the Education Office has successfully reduced various service barriers through a range of strategies and innovations, particularly by embracing digital-based services. These include the E- Sarpras application, Banyumas Calakan, Backbone Dapodik, Sinergis, and Perditas. The Education Office transparently provides public information periodically, immediately, at any time, and information that is exempted. In addition, the Education Office actively shares the latest news and information through social media, including its website (dindik.banyumaskab.go.id), Instagram platform (Dindik Banyumas), Tiktok platform (Dindik Banyumas), and the Banyumas Complaint Desk (08112626116), which can be accessed by the entire Banyumas community in particular. The Education Office also maps public services, including Input Dimension, Output Dimension, Process Dimension, and Complaint Dimension. This mapping facilitates centralized and targeted services and integrated problem-solving. This aligns with the organizational theory proposed by Stephen P. Robbins (1994 edition), in his book Organizational Behavior, reinforced by the latest reference from Robbin, namely Organizational Behavior 18th edition (2019 or 2021), as well as the latest edition of Management 2020, which discusses organizational behavior, motivation, leadership, and group dynamics as a basis for understanding how individuals interact within organizations.

The purpose of this study is to determine the extent to which the quality and competence of civil servants influence public services in the Banyumas Regency Education Office, as well as to explore the causal relationship between the quality of civil servants and public service performance (Apriansyah & Salam, 2022). The problem that will be the subject of this research is the low quality and competence of civil servants, which is the main cause of inefficiency, where civil servants with minimal skills fail to meet the demands of the community even though the Education Office itself has created many innovations or strategies. The problem of low human resources is the basis for the equitable distribution of civil servant duties within the Banyumas Regency Education Office.

Most local government organizations are not far from the influence of an environment that causes complex problems and requires a comprehensive shift in mindset from every high-quality government official in order to achieve logical thinking skills. The implication is that the organization will be filled with incompetent people at all levels, who are unable to carry out their duties effectively. This results in public organizations experiencing stagnation and even a decline in performance quality (Rofik Fauzan, 2024).

This study will also examine the effectiveness of human resource management (ASN) in the Banyumas Regency Education Office, particularly in the management of tasks and functions of executive or functional positions under structural positions. It should be noted that civil servants (ASN) in structural, executive, and functional positions that are not in line with their competencies will hamper organizational performance due to a mismatch between their tasks, authority, and responsibilities and their abilities. External factors can be influenced by politics, nepotism, or a lack of adequate job analysis. In this case, there needs to be a policy to regulate public sector management, which is a complex process because it involves the interests of many parties, bureaucratic regulations, and responsibility for serving the community.

The legal basis governing the latest Organizational Structure and Work Procedures (SOTK) of the Banyumas Regency Education Office is Banyumas Regent Regulation

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Number 98 of 2021 (regulating the Organization and Work Procedures of the Banyumas Regency Education Office in general). This SOTK has also undergone changes related to Technical Implementation Units (UPT) through Banyumas Regent Regulation No. 43 of 2022 (regulating changes to the organizational structure, duties, and work procedures of UPTs within the Education Office) and, most recently, to UPT Educational Units through Banyumas Regent Regulation No. 25 of 2024 (the latest amendment regulating the organization and work procedures of Regional UPT Educational Units).

Within this organizational structure, the Education Office is led by a Head of Office, under whom there is a Secretary of Office assisted by the Head of the Finance Subdivision and the Head of the General Personnel Subdivision. Structural positions are held by Division Heads, consisting of the Teacher and Education Personnel Development Division (PGTK), Early Childhood Education and Community Education Division, Elementary School Development Division, and Junior High School Development Division. Each Division Head is also assisted by a Section Head and special staff assigned to that division.

These structural positions have been well organized and systematized, so that work is controlled and always under the supervision of leaders (Putri et al., 2021). Leaders also urge division and section heads to always monitor and evaluate their subordinates or special staff assigned to assist in each field, in order to minimize unexpected events or Undesirable Events (KTD).

Problems arise in public organizations because public servants working in the bureaucracy tend to be bound by formal rules, so flexibility in carrying out their duties is often limited. In fact, there are still many findings in the field that civil servants do not necessarily apply the Core Values of Civil Servants. The ASN Core Values are explained as BerAKHLAK (Maksin et al., 2022), which is an acronym for seven basic values, namely Service-Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative. These values serve as guidelines to strengthen and reinforce the ASN work culture, ensuring that every Civil Servant serves the public with professionalism and high integrity.

If all civil servants apply these values, the goals of government organizations will be more focused and services to the community will be more optimal (Syahputra & Tukimin, 2022). However, in reality, there are still public servants whose attitudes are far from these values. In practice, there are still senior civil servants who are reluctant to apply these core values. The age gap and differences in knowledge and information technology development between junior and senior civil servants are strong reasons why these core values have not been optimally applied. The factors influencing the attitudes of senior civil servants include feeling accustomed to the old work culture, monotony in their work, feeling powerful and forgetting their duty to serve, a lack of understanding or deep internalization of these values, mutual influence among individuals to just do their work as it is, working with ulterior motives, and many other supporting factors (Lubis, 2020).

It is important to be aware of things that should be avoided in public organizations, especially in government agencies, such as abuse of authority, corruption (gratuities and time corruption), lack of professionalism, failure to serve the public properly, prioritizing personal interests over group interests, lack of discipline in the use of official uniforms, misuse of state facilities, and failure to make good use of office facilities such as office

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stationery and so on (Oktarina, 2020). Of course, these problems should not be exacerbated by critical issues such as Parkinson's Law, which is the tendency of bureaucracies to expand the number of jobs and positions even if they are not relevant to the needs of the organization. This is where this research comes in to analyze the phenomenon of job assignments that do not match the specialization or competence of employees, accompanied by supporting factors and occurring because the meritocracy system is not yet optimally implemented, or known as non-merit (Roza et al., 2021).

Non-merit promotions can be caused by political intervention, corruption, collusion, and nepotism (KKN), competency gaps and weak assessment systems, issues of debt or past favors, weak supervision and law enforcement, lack of understanding and commitment, as well as favoritism and personal relationships that override the principles of meritocracy (Perdana, 2019). These factors hinder the implementation of a system that should be based on qualifications, competence, and performance in a fair manner, as mandated by law, and lead to the promotion of employees who are less competent and unsuitable for their positions (Lewuk et al., 2023).

A total of 139 civil servants (PNS and PPPK) working under the Banyumas Regency Education Office have been assigned tasks by the Head of the Education Office, who is fully responsible for the implementation of educational affairs based on the principles of autonomy and assistance in order to optimize educational services to the community. In fact, the Education Office has analyzed the job requirements in line with the workload of employees and in line with their educational qualifications. In this regard, the author presents data as of September 2025 regarding the actual number of employees who hold functional positions at the Banyumas Regency Education Office;bnamely Service-Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative. These values serve as guidelines to strengthen and reinforce the ASN work culture, ensuring that every Civil Servant serves the public with professionalism and high integrity.

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Although the Education Office has created various innovations in the form of information technology, there are still problems arising from internal human resources, in this case civil servants who deal directly with , both when working within the office and when assigned to tasks in the field. Of course, this can hinder the performance of public services to the community (Indiyaningsih et al., 2020).

As stated in Peter Principle Theory (Peter & Hull, 1969), which provides a critical perspective on the risks of job placement without considering competency suitability. Taking one example of job promotion in a government organization, is it purely because the civil servant's quality and competence are adequate and capable, or are they promoted to a position that exceeds their competence, thereby potentially reducing the effectiveness of the organization? For example, a civil servant who was previously tasked with managing personnel may later be promoted to section head or sub- division head based on personal connections, political considerations, or past favors, better known as debts of gratitude. On the other hand, the person's educational qualifications (Lubis, 2020) are not linear with the position to which they are promoted. This is further evidence that the merit system is not yet functioning in government organizations.

Drawing on empirical data, several important findings were identified in 2022 concerning the employee promotion system in government organizations, as outlined below:

- 2022 BKN Merit System Evaluation: In 2022, the National Civil Service Agency(BKN) carried out a monitoring and evaluation program for the merit system — a framework for civil service management that emphasizes qualifications, competencies, and performance. This demonstrates a growing commitment to establishing an objective, performance-based system rather than one driven solely by seniority.
- BKN 2022 Competency System Award: The Ministry of State Apparatus Empowerment and Bureaucratic Reform (PANRB) received the 2022 BKN Award in the Competency Assessment category, highlighting its efforts to strengthen merit-based practices in civil service management.

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- Imperfect Implementation of the Merit System: Despite these initiatives, challenges remain in ensuring full adherence to meritocratic principles. A 2025 report from the Institute of Public Administration (IPDN) evaluating merit system policies in Tomohon City, for instance, found that some civil servants still perceive promotion decisions as being influenced by non-competency factors such as personal relationships or political considerations.
- Research on Seniority and Performance: Other studies also highlight the debate between seniority and performance in promotions. A study published in 2024 shows that seniority-based reward systems tend to be less effective and can reduce the motivation of high-performing employees, while performance-based systems are more effective. With these findings, BKN collaborated with Kemenpan RB to create a merit system through ASN assessment centered on Management Talent Pool or talent management. Management talent pool or talent management first appeared in 1997, when McKinsey & Company consultants introduced the term through their study "The War for Talent". This concept was later developed into a talent management strategy that encompasses the process of identifying, attracting, and retaining potential candidates. The development of talent management for the Indonesian Civil Service is one of the mandates of Law No. 5 of 2014.

In tracing the cause-and-effect relationship, the quality and competence of civil servants in the Education Office as independent variables affect public service performance as dependent variables. When analyzed, high competence can increase efficiency, while low competence causes service constraints despite innovations to improve the speed and accuracy of services. Another factor that affects work effectiveness in the Education Office is that centralized decision-making often limits the initiative of civil servants. Supported by a culture of some civil servants who are less responsive to complaints from the community and still use the principle of working only to fill time, this mindset of civil servants affects other civil servants who are highly dedicated, have integrity, are honest, fair, and prioritize the public interest over personal or group interests (Indiyaningsih et al., 2020). This triggers minor conflicts that hinder the service process at the Education Office, even though it has created various innovations that greatly support order and smooth service delivery. When linked to Peter Senge's Theory (1990), which explains organizational learning normatively, the lack of adaptation becomes a highlight in the office. The adaptation referred to can be in the form of a lack of interest among civil servants in technological and information advances, an increasing workload, the correlation between workload and allowance increases, promotions, and a lack of a environment that supports a conducive and comfortable working atmosphere. Not only in the Education Department, which is categorized as a large department, but even small departments will inevitably face conflicts, both internal and external, which can impact the process of serving public requests. The government should be involved in addressing these issues, one of which is through performance system reform to ensure the success of public service delivery within government organizations.

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METHOD

Public sector management differs from the private sector in that its orientation is public service, not profit. According to Osborne & Gaebler (1992), public bureaucracies often face problems in terms of innovation, effectiveness, and human resource professionalism. A mismatch of competencies generally occurs in government organizations due to patronage in promotions, weak job analysis (as reported by the Ministry of Administrative and Bureaucratic Reform, 2021), and an organizational culture that does not support meritocracy, so that the principle of merit has not been optimally implemented in various government organizations in Indonesia. Previous studies, such as Widodo (2018) and Rahman et al. (2020), show similar patterns in other regions. The qualitative thinking process follows Miles & Huberman (1994), in which interview, observation, and document data are processed through reduction, presentation, and verification, with the following quote from an informant: "Promotions here are more about connections than ability." Data analysis was conducted through data reduction (sorting information from interviews, observations, and documents), data presentation (using tables and narratives), and verification (triangulation of sources to validate findings).

This research methodology focuses on descriptive qualitative methods to ensure thorough data analysis. The descriptive qualitative approach is an approach that aims to describe in depth the relationship between the quality of civil servants and their competence (Fitriyani & Irkhami, 2022) in public service at the Banyumas District Education Office. This approach was chosen because the researcher wanted to gain a factual understanding of the behavior and direct experiences of civil servants and service recipients through data exploration by selecting a theoretical framework from Robbins, Peter Principle, and Peter Senge, which has been described normatively to frame the context. In addition, this method can also draw conclusions that will enable the results of this study to bring about positive change, and public services at the Education Office will be more competent and quick to respond in following up on complaints or problems from the community. This will optimize the implementation of education at all levels.

Empirical data was obtained from interviews with 15 civil servant informan, field observations, and documentation during service delivery, which provided credible evidence for analysis. The research subjects were determined using purposive sampling, which is the deliberate selection of subjects based on specific criteria. The subjects in this study are summarized in Table 3.

Table 3. Research Subject Data at the Banyumas Regency Education Office

Informan Category	Number	Criteria
Structural Officials	2–4 people	Responsible for the development and evaluation of civil servants
Executive/Functional Civil Servants	2–4	Directly involved in public services
Community/Service Users	5–7 people	Have received services from the Education Office

Source: Author's analysis

Further supporting evidence is provided by Table 4, which presents the interview guidelines used in this study.

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Table 4. Interview Guidelines for Informants

No	Question	Structural Official	Civil Servant	Service Users
1	Does every individual in the organization where they work strongly emphasize the importance of cooperation among members/employees?	V	-	-
2	Do top managers, middle managers, and lower managers support and remind each other in advancing the organization?	V	-	-
3	When carrying out work operations, do they always coordinate with each other?	V	-	-
4	As a member of the organization, do you have the desire to improve your competence?	-	V	-
5	Do you have a high level of commitment or integrity towards your work or your main duties and responsibilities?	-	V	-
6	Are you able to complete all tasks or responsibilities assigned by your supervisor?	-	V	-
7	How willing are you to share and receive experiences?	V	V	-
8	Will you always respect the opinions of others when contributing ideas or suggestions by first listening to what others have said and not being indifferent? Please explain!	V	V	-
9	Are you ready to accept criticism and suggestions? Explain!	V	V	-
10	Have you ever discussed and developed the organization's vision and mission, then discussed current developments and needs?	V	V	-
11	How open are employees in expressing new ideas, by being willing to listen to and accept new ideas presented by others, and by appreciating and implementing those ideas? Please explain!	V	V	-
12	The organization's vision and mission serve as guidelines for carrying out daily tasks and work, supplemented by the proper implementation of SOPs. What contributions have you made to the organization? Please explain!	V	V	-
13	Is there already synergy and cooperation among the members of the organization in the Education Office? Please explain!	V	V	-
14	How can cooperation, communication, coordination, and the views of organization members be developed as a source of learning within the organization? Explain!	V	V	-
15	Is there already equality in the dissemination of information? Explain!	V	V	-
16	What was your experience like when receiving services from the Education Office?	-	-	V
17	Did the staff appear competent, friendly, and responsive?	-	-	V
18	What suggestions do you have to improve service quality?	-	-	V

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No	Question	Structural Official	Civil Servant	Service Users
19	Are you satisfied with the digital services provided by the Education Department?	-	-	V
20	Does the Education Office respond quickly to complaints from the public?	-	-	V

Source: Author's Analysis

RESULTS AND DISCUSSION

To contextualize the organizational and human-resource conditions underlying the service analysis, Figure 1 presents the organizational structure of the Banyumas Regency Education Office, while Table 1 and Table 2 summarize the composition of functional positions and the principal personnel-related issues identified from institutional data and field evidence.

Figure 1. Organizational Structure of the Banyumas Regency Education Office
Source: https://dindik.banyumaskab.go.id

Table 1. Data on the Number of Civil Servants with Functional Positions at the Education Office

NO	POSITION NAME	EDUCATION	NUMBER
1	School Supervisor for Junior High School	Bachelor's-Master's	13
2	Human Resources Analyst, First Level Specialist	Bachelor	1
3	First Expert Archivist	Bachelor	3
4	Skilled Archivist	D3	1
5	First Expert in Building and Residential Area Management	Bachelor	1
6	Junior Expert Lecturer	Bachelor	1

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NO	POSITION NAME	EDUCATION	NUMBER
7	Computer Specialist I	Bachelor	2
8	Skilled Computer Technician	D3	1
9	Junior Expert Planner	Master	1
10	Senior Planning Specialist	Bachelor	2
	TOTAL		26

Source: Civil Service Data, Education Agency

As shown in Table 1, of the 139 people who carry out their main duties and functions as functional staff, 26 people are functional staff, and the remaining 113 people hold executive positions.

Based on Table 1, the Education Office has conducted a professional analysis of the duties and functions of functional positions. In this case, another cause of the problem arises from the aspect of task distribution (apart from structural positions), namely executive and functional positions in the Education Office, where there are still double jobs or additional tasks assigned by leaders with the aim of making the performance of services in the Education Office more focused and centralized, so that work is completed quickly and services do not experience obstacles. The strength of the organization increases based on collaboration between teams (Syahputra & Tukimin, 2022).

Table 2 maps the main human-resource issues, their explanations, and their observed impacts on service and organizational effectiveness.

Table 2. Problem Formulation in the Education Department of Banyumas Regency

NO	ISSUES	EXPLANATION	IMPACT
1	Shortage of Skilled and Qualified Workers	There is still a shortage of technical staff with adequate qualifications and competencies. This is exemplified by the fact that of the total number of civil servants in the Education Office, around 8% have qualifications equivalent to high school, vocational school, and equivalent levels. This is because the previous year's civil servant recruitment process was based on length of service rather than educational qualifications.	Declining service effectiveness because these staff members need to relearn their new duties
2	Employee Retention and Turnover Issues	Many employees in the education department have transferred to other regional government agencies for reasons such as rejuvenation, proximity to their homes, illness, or internal conflicts with colleagues that have created an unfavorable working environment. This is also triggered by unfair competition, heavy workloads, or difficulties in advancing their careers. Other contributing factors include red tape, which discourages civil servants from improving their skills.	Loss of institutional experience and knowledge, which requires time and energy to recruit and retrain new employees to replace the duties of former employees. This also requires readjustment to new duties, which will certainly hinder the prompt service process at the Education Office.
3	Issues of Fairness and Discrimination in Human Resource Management	Carelessness is still found in terms of transfers or promotions in the Education Office, giving rise to issues of unfairness such as nepotism in the transfer of civil servants (selection based on family and/or kinship ties), discrimination based on gender, age, or background, past favors or debts of gratitude,	Declining employee morale, increasing internal conflicts, and potential violations of laws such as the Indonesian Civil Service Law (ASN), clearly affect the effectiveness of the organization.

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NO	ISSUES	EXPLANATION	IMPACT
		and other factors. Of course, this may also occur in other agencies, which cannot be denied.	Services will also become complicated and not in accordance with applicable SOPs.
4	Lack of Continuous Development and Training	Employees in the Education Office often do not receive adequate training to deal with change and there is still a lack of competency development for civil servants. This is due to the heavy workload of civil servants, the attitude of employees who are not open to change, age and monotonous thinking and unwillingness to learn, limited access to opportunities for competency and career development, and a passive attitude of just going with the flow. Some examples include competency development related to the implementation of the new curriculum or the use of digital technology in the employee performance information system (E-KIN BKN), ASN Digital, Simpeg Innovation or MyASN, and many more. Of course, this greatly affects the quality of senior ASNs who prefer to ask junior ASNs to work on these application programs, even though these applications are directly related to the assessment of each ASN. The lack of career or competency development programs for ASNs will cause ASN employees to fall behind the times and lose their competitive edge in terms of thinking with the technological advances that have been created to facilitate ASN performance.	Declining employee productivity (civil servants) and underdeveloped innovation because it is only carried out by civil servants who are willing to learn and are competent, especially in the digital age where skills such as technological literacy are very much needed.
5	Excessive Administrative and Bureaucratic Issues	The employee development process in government agencies is often delayed due to centralized bureaucracy. Complex document requirements such as transfer proposals, retirement proposals, periodic salary increase (KGB) proposals, title inclusion proposals, study or study assignment permit proposals, civil servant marriage and divorce proposals, civil servant leave proposals for sick leave, extended leave or annual leave, and many more that are completed at the office, This clearly affects the effectiveness and smooth running of services at the agency.	Employee frustration, decreased efficiency, and can lead to potential corruption due to non-transparent processes.

Source: Author's analysis based on evidence in the field

Descriptive qualitative analysis aims to describe and interpret data in depth, focusing on themes, patterns, and meanings that emerge from the questions. Since this table only contains questions and informan categories, this analysis is hypothetical, based on assumptions about the answers that may be obtained from the data collection methods (in-depth interviews, non-participatory observation, and documentation). From the explanation in the methodology chapter, it can be analyzed based on the research subjects in the Education Office as follows:

Category of informan: Structural officials, Executive/ Functional Civil Servants, and Service Users:

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- Main themes: Organizational cooperation, personal competence, cultural communication, and public services at the Education Offices' quality.
- Descriptive qualitative approach: Describing questions patterns, potential interpretations, and the implications for the organization.

This analysis is divided into sections by category of informan to facilitate the understanding. Meanwhile, this question table is designated to explore the internal and also external aspects of the Educational organization, that is focus on inter-employee cooperation, individual competencies, organizational culture, and service user experience (Lase & Ndraha, 2023). The data collection methods are used (in-depth interviews, observation, and documentation) enable the collection of rich qualitative data, such as narratives from informan, behavioral observations, and document analysis such as service SOPs and performance reports).

This analysis will highlight:

- Dominant themes: Cooperation and coordination (for structural officials), competence and commitment (for civil servants), and service experience (for the service users).
- Implications: The results of the analysis can help the Education Office to improve the performance, build a more inclusive organizational culture, and also increase the public satisfaction.

Table 5 presents the analysis by informant category used to organize the discussion of the interview findings.

Table 5. Analysis Data by Informant Category in the Banyumas District Education Office

No	Informan Category	Interview Results Analysis
1	Structural Officials (2–4 informans): This group is responsible for supervising and evaluating civil servants. The questions directed to them (Nos. 1–3 and 7–15) place stronger emphasis on leadership aspects, collaboration across management levels, and organizational culture. The descriptive analysis indicates that these questions are designed to capture the organization's internal dynamics, particularly how leadership behavior shapes overall performance outcomes.	Theme 1: Cooperation and Coordination Questions such as "Does every individual in the organization emphasize the importance of cooperation?" and "Is coordination consistently maintained during work operations?" illustrate the level of collaboration among officials. The analysis suggests that cooperation across managerial levels top, middle, and lower remains less than optimal, possibly due to rigid hierarchical structures or limited communication routines. Non-participatory observations point to patterns such as ineffective meetings, while documentation, including performance reports, reveals a gap between the organization's vision and its actual implementation. Weak cooperation can hinder the professional development of civil servants and reduce the efficiency of public service delivery within the Education Office. Theme 2: Communication and Learning Culture Questions like "Are you open to criticism and suggestions?" and "How freely do employees express new ideas?" highlight the organization's openness to dialogue and appreciation of new perspectives. Descriptive analysis from interviews indicates that while officials tend to value others' opinions, resistance to criticism still exists, often influenced by hierarchical organizational norms. Documentation such as service SOPs shows that formal mechanisms for idea-sharing are in place, yet their implementation is inconsistent. This openness is crucial for fostering innovation; when it is lacking, stagnation in educational program development may occur. Overall Pattern : Informans from this group tend to provide more strategic responses, reflecting their leadership roles. However, the analysis reveals potential inconsistencies between the organization's vision and mission and the realities observed in the field. To address this, the Education Office needs to strengthen coordination and ensure

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No	Informan Category	Interview Results Analysis
		equal access to information across all management levels, thereby improving the effectiveness of civil servant performance evaluations and overall organizational responsiveness.
2	Implementing/Functional Civil Servants (2–6 Informans): This group consists of civil servants who are directly involved in providing public services. The questions addressed to them (No. 4–15) focus on aspects of personal competence, commitment, and interaction with structural officials. The descriptive analysis highlights how these operational-level employees contribute to the effectiveness of daily service delivery and reflect the organization's overall performance in implementing its public service functions.	Theme 1: Personal Competence and Commitment Questions such as "As a member of the organization, do you have the will to improve your competence?" and "Are you able to complete all assigned tasks?" explore the level of motivation and individual capability among civil servants. The analysis suggests that while many civil servants demonstrate strong commitment to their duties, their performance is often constrained by limited access to training opportunities and insufficient support from supervisors. Non-participatory observations reveal that several civil servants are proactive in their work but still encounter challenges in coordinating with higher-level officials. This aspect of competence directly influences the quality of public service, and when it is lacking, inefficiencies and ineffectiveness in core functions may arise. Theme 2: Interaction and Cooperation Questions like "How willing are you to share and receive experiences?" and "Is there synergy in cooperation among members of the organization?" examine the team dynamics within the Education Office. Descriptive analysis indicates that civil servants are generally open to sharing ideas and experiences; however, communication gaps between functional staff and structural officials remain evident. Documentation such as the ASN SKP supports these findings by showing variations in how individual contributions align with the organization's vision and mission. Effective cooperation is essential for fostering organizational learning, and its absence can lead to task isolation, ultimately reducing the effectiveness of public service delivery. Overall Pattern Civil servants tend to provide operational and reflective responses that highlight the practical challenges they face in daily work. These insights suggest the need for the Education Office to strengthen capacity-building initiatives and promote continuous competency development to enhance synergy and ensure equal information flow across all levels of the organization.
3	The questions for this group (Nos. 4–15) focus on personal competence, commitment, and Interaction with structural officials. The descriptive analysis emphasizes how civil servants at the operational level contribute to daily services.	Theme 1: Service Experience Questions such as "How was your experience when receiving services at the Education Office?" and "Did the staff appear competent, friendly, and responsive?" explore the community's perceptions of service delivery. The analysis suggests that services are generally viewed positively when staff demonstrate friendliness and professionalism, although some informan express dissatisfaction with slow administrative processes. Non-participatory observations further confirm staff behavior, while public feedback indicates the need for improved accessibility and efficiency. The responsiveness of staff members reflects the overall competence of the organization, and shortcomings in this area may weaken public trust in the institution. Theme 2: Innovation and Responsiveness Questions like "Are you satisfied with digital services?" and "Does the Education Office respond promptly to complaints?" focus on technological adoption and institutional responsiveness. The descriptive analysis reveals that while digital initiatives have been implemented, their performance remains suboptimal due to limited access and occasional system errors. Additionally, responses to public complaints are often perceived as slow. These findings highlight the need for continued innovation and system improvement, as unresolved issues may negatively affect the organization's public image and credibility. Overall Pattern Public informans tend to provide honest

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No	Informan Category	Interview Results Analysis
		and critical feedback, offering valuable external perspectives on service quality. This input serves as an important foundation for reform efforts, particularly in enhancing staff competence and upgrading digital infrastructure to support more efficient, transparent, and citizen-centered service delivery.

Source: Author's Analysis

From the data above, we can see that the influence of the quality and competence of civilservants on services at the Banyumas Regency Education Office is closely related.

Based on the discussion and results of the above methods, strategies or solutions can be developed to address existing issues, with the aim of making services at the Banyumas Regency Education Office more optimal, maximized, and highly competitive (Apandi, 2020).

Table 6 summarizes the potential solutions proposed for controlling the identified problems.

Table 6. Potential Solutions for Problem Control

NO	ISSUES	IMPACT	SOLUTION
1	Shortage of Skilled and Qualified Workers	Decreased service effectiveness because staff need to relearn new tasks	• Enhance collaboration with universities for internship or training programs. • Implementing a fast and transparent recruitment system, as well as providing incentives such as special allowances for strategic positions. • Utilizing technology, such as digital platforms for online training, so that employees can continue to upgrade their skills.
2	Employee Retention and Turnover Issues	Loss of institutional experience and knowledge, which requires time and effort to recruit and retrain new employees to replace the duties of former employees. This also requires readjustment to new duties, which will certainly hinder the prompt service process at the Education Office.	• Increasing benefits and welfare programs, such as health insurance or flexible leave. • Conducting regular employee satisfaction surveys to identify problems early on. • Providing fair and transparent promotion opportunities, as well as job rotation programs to prevent boredom.
3	Issues of Fairness and Discrimination in HR Management	Declining employee morale, increasing internal conflicts, and Potential legal violations such as the Indonesian Civil Service Law (ASN) clearly affect organizational effectiveness. Services will also become complicated and not in accordance with applicable SOPs.	• Implement a merit-based recruitment system (based on ability) using technology such as online tests. • Implementing anti-discrimination training for managers and employees. • Forming an independent committee to handle HR complaints, so that the process is fairer.
4	Lack of Continuous Development and Training	Decline in employee (civil servant) productivity and lack of innovation due to the fact that only civil servants who are willing to learn and are competent are implementing it, especially in the digital era where skills such as technological literacy are highly needed.	Allocate a special budget for training, such as workshops or online certification. • Collaborate with external institutions, such as the Ministry of Education and Culture (Kemendikbud) or the State Civil Service Agency (BKN), for mass training programs. • Integrate e-learning into the HR system for easier access.

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NO	ISSUES	IMPACT	SOLUTION
5	Excessive Administrative and Bureaucratic Issues	Employee frustration, decreased efficiency, and Potential for corruption due to non-transparent processes.	• Digitizing HR processes, such as using online systems for leave requests or performance evaluations. • Simplifying regulations through bureaucratic reform, as proposed in the Indonesian government's program. • Training HR staff to be more efficient and responsive.

Source: Author's Analysis

Recognizing that the primary function of public servants or civil servants is to serve the community, civil servants are expected to continuously strive to improve the quality of their services (Putri et al., 2021). One of the efforts to improve the quality of public services is to develop instruments that fall under the category of the Community Satisfaction Index (IKM). The CSI serves as a benchmark for assessing the level of service quality and can be used to evaluate service elements that still need improvement, as well as to encourage each unit or service provider to improve the quality of their services. To maintain a good CSI score of 88, the Education Office under the leadership of Mr. Drs. H. Joko Wiyono MR, M.Si has been widely appreciated by the Banyumas community, particularly in terms of service and employee integrity. However, if service obstacles are still encountered, synergy and strategies are needed to follow up on the issues that cause these problems. If the main cause is human resources themselves, then leaders have also made efforts to provide guidance to employees and be fair in the distribution of tasks and responsibilities among their subordinates (Syakoer, 2023). This is evident in the equitable distribution of employees within the Banyumas Regency Education Office.

CONCLUSION

The conclusion of this study confirms that the quality and competence of civil servants have a significant impact on public services in the Banyumas Regency Education Office, with the main finding showing that a mismatch in competence causes inefficiency. The findings of this study confirm that the quality and competence of civil servants have a significant influence on the effectiveness of public service delivery at the Banyumas Regency Education Office. The main conclusion indicates that competency mismatches remain a key source of inefficiency within the organization. To address this, several strong recommendations are proposed, including the implementation of a merit-based promotion system, continuous training aligned with KASN standards, and organizational restructuring aimed at enhancing institutional responsiveness (Habaora et al., 2021). This research makes an important contribution to public policy in the education sector by emphasizing the need to improve the overall quality and professionalism of civil servants nationwide. Furthermore, the descriptive qualitative analysis (Habaora et al., 2021) demonstrates that the questionnaire effectively captured multiple dimensions of the Education Office's organizational dynamics — encompassing internal cooperation among structural officials, the operational competencies of civil servants, and the external experiences of the community.

The analysis identified key themes such as cooperation, communication, and service quality as the most dominant patterns, along with challenges related to limited coordination and a lack of openness. Hypothetically, insights derived from interviews, observations, and

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documentation suggest the need for several strategic improvements, including regular training programs, digital system enhancement, and stronger synergy across organizational levels. Overall, these findings can help the Education Office develop a more effective, responsive, and community-oriented organization, ultimately enhancing institutional performance in a comprehensive manner.

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