Analisis pemetaan kompetensi dan penilaian kebutuhan pelatihan bagi pejabat struktural eselon II, III dan IV pada Kantor Pusat Direktorat Jenderal Pemasyarakatan

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Abstrak

Penelitian ini berjudul ?Analisis pemetaan kompetensi dan penilaian kebutuhan pelatihan bagi pejabat struktural eselon II, III dan IV pada kantor pusat Direktorat Jenderal Pemasyarakatan?. Penelitian dilakukan di Kantor Pusat Direktorat Jenderal Pemasyarakatan dengan metode penelitian sensus (118 populasi).

Latar belakang pemilihan judul ini didasarkan pada fenomena empiris dan teoritis. Secara empiris Kantor Pusat Direktorat Jenderal Pemasyarakatan diindikasikan mengalami peningkatan frekuensi tugas-tugas sehingga diperlukan SDM yang handal. Berdasarkan latar belakang di atas, rumusan masalahnya adalah : (1) Bagaimana kesenjangan yang terjadi antara kompetensi yang dibutuhkan dan kompetensi yang tersedia pada jenjang eselon II, III dan IV dalam organisasi Kantor Pusat Direktorat Jenderal Pemasyarakatan (2) Pelatihan apa yang dibutuhkan untuk mengatasi kesenjangan kompetensi tersebut. Metoda pengolahan data yang digunakan untuk mencari jawaban dari rumusan masalah di atas mengarah pada metode Deskriptif Statistik (metoda Crostab dan Distribusi Frekuensi).

Hasil penelitian menunjukan bahwa secara umum kondisi aktual kompetensi (umum, khusus dan teknis) pejabat eselon II dan III masuk kategori comfort. Kondisi aktual kompetensi umum pejabat eselon II secara statistik tidak memperlihatkan kesenjangan yang signifikan antara kondisi aktual dan kondisi ideal. Namun demikian terdapat tiga kompetensi aktual yang mendapat penilaian relatif rendah.

Seluruh kondisi aktual kompetensi umum pejabat eselon IV mendapat penilaian di bawah 7, bahkan terdapat lima item kompetensi yang mendapat penilaian di bawah 6. Menurut entegrys Incorporate (1993), tingkat penguasaan terhadap lima kompetensi tersebut masuk klasifikasi exploratory. Adapun pada kondisi aktual kompetensi khusus, 17 item kompetensi mendapat penilaian di bawah 6, dan 22 item sisanya dinilai ankara 6,35 s/d 7,26.

Sebelas item kondisi aktual kompetensi teknis pejabat eselon II dinilai cukup sampai baik. Menurut entegrys Incorporated (1993), tingkat penguasaan 11 item kompetensi tersebut masuk klasifikasi comfort. Akan tetapi, kompetensi berbahasa asing pejabat eselon II mendapat penilaian di bawah 6, dengan demikian pemahaman bahasa asing pejabat eselon II masih dalam batas upaya untuk memahami.

Kebutuhan pelatihan pejabat eselon II dalam bidang kompetensi umum menunjukkan hanya ada 2 kompetensi yang dinilai cukup pelatihan. Kebutuhan dalam bidang kompetensi khusus menunjukan, 16 dari 39 item kompetensi (41%) dinilai pelatihan cukup, sedangkan 23 item kompetensi (59%) perlu pelatihan tetapi tidak mendesak.

Kebutuhan pelatihan pejabat eselon Ill dalam bidang kompetensi umum, secara umum masuk kategori pelatihan cukup meskipun ada empat kompetensi yang perlu pelatihan namun tidak mendesak. Sedangkan kebutuhan pelatihan untuk bidang kompetensi khusus, 30 kompetensi (76%) perlu pelatihan tapi tidak mendesak, dan 9 kompetensi (24%) masuk wilayah pelatihan cukup. Namun demikian, dari 30 kompetensi yang perlu pelatihan tidak mendesak, 10 diantaranya mendekati wilayah kebutuhan kritis.

Kebutuhan pelatihan pejabat eselon lV untuk bidang kompetensi umum masuk dalam kategori kebutuhan pelatihan tidak mendesak, hanya satu kompetensi yang masuk dalam kategori kebutuhan pelatihan cukup.

Memperhatikan hasil penelitian di atas, maka perlu penyempurnaan sistem pendidikan dan pelatihan pegawai, diantaranya dengan membuat perencanaan yang matang dan mengkombinasikan berbagai faktor seperti tujuan, sasaran, dan metode pelatihan yang benar, instruktur yang kompeten, meiliki komitmen terhadap esensi pelatihan, dan sistem rekruitmen yang lebih objektif.

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The analysis on competency mapping and the evaluation towards the needs of trainings for the officials in echelon II, III, and IV structural position in the central bureau of Directorate general of correction' Is The title of the research. The research took place in the Central Bureau of The Directorate General of Correction using census research method (118 population). The background to choose the title is based on the theoretical and empirical phenomenon. Empirically, the Directorate General of Correction Central Bureau is indicated to have an increasing frequency on its duty concerning correction fields that it requires very good Human Resources who will be readily counter more dynamic problems.

Based on the above background, the following problem identifications are taken : (1) How is the gap turning up between the needed competency and the competency available in the Echelon II, III and IV structural positions in the organizations in the Central Bureau of Directorate General of Correction (2) What kind of training programs are actually needed to overcome the problems. The Data Processing Method used to find the answers for the questions of the descriptive method (Crostab and Frequency Distrubution method).

The result of the research shows that the condition of the actual competency (general, specific and technical) of the officials in Echelon Il and III structural position is generally in the comfort category. The actual condition of the general competency of the officials in the Echelon II structural position statistically does not show any significant gap between the actual condition and the ideal one, although there are 3 (three) actual competencies having low score. The actual condition of the general competency of the officials in the Echelon IV structural position is under the score of 7, even there are 6 competency items with under 6 as their score. According to Entegrys Incorporate (1993), the mastery towards those 5 competencies is classified as exploratory competency. The actual condition of the specific competency of the officials in the Echelon IV structural position is poor, since there are 17 competency items with under 6 score, and the remaining 22 competency items are regarded enough to good, they are around the score of 6.35 to 7.26.

The actual condition of the technical competency of the officials in the Echelon ll structural position is deliberately good. Entegrys Incorporate (1993) said that in such condition, the mastery level toward the competencies is classified as comfort category. Besides, the competency to speak foreign languages of the officials in the Echelon II structural position is poor, with the score under 6 (six), meaning that their mastery

towards foreign languages is in the level of trying to understand.

The needs to have training for the officials in the Echelon II structural position on the general competency fields show that only 2 out of all general competencies are considered as needs to have sufficient training. The specific competency fields show that 16 out of 39 competency item (41%) are in needs to have sufficient training, and the remaining 23 competency items (59%) are in needs to have training but not urgent.

The needs to have trainings of the officials in the Echelon III structural position on the general competency, are commonly categorized as needs to have sufficient training, though there are four competencies which are urgently required. While, on the specific competency fields show that 30 competencies (76%) need not urgent trainings. The remaining 9 competencies (24%) need to have sufficient trainings. Nevertheless, among the 30 competency which need not urgent trainings, 10 of them are close to the critically need trainings area.

The needs to have training for the officials in Echelon IV structural position on the general competency, are commonly categorized need to have not urgent training, but only one which is categorized to have sufficient training.

By considering the result of the research on the actual condition of the competency own by officials in Echelon II, III and IV structural positions in the Central Bureau of Directorate General of Correction, it is regarded urgent to complete the officials education and training systems, among others are by designing a perfect planning and combining various factors like the training objectives, the technical targets or the correct training methods, good preparation, providing totally competent training methods, good preparation, providing totally competent training participants and instructors who also have high commitment toward the training substance by implementing regular steps in any levels and objective recruitment system.</i>