STRATEGY FOR IMPROVING THE DEVELOPMENT OF PPATK EMPLOYEES' COMPETENCE IN THE ADMINISTRATIVE AND LEADERSHIP DIVISION

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Abstract This study aims to determine how the implementation of employee competency development is carried out in the Financial Transaction Reports and Analysis Center (PPATK) in the Leadership Administration Section. Second, to identify factors that influence the improvement of employee competency development in the Financial Transaction Reports and Analysis Center (PPATK) in the Leadership Administration Section. Third, to determine the right strategy in an effort to improve employee competency development in the Financial Transaction Reports and Analysis Center (PPATK) in the Leadership Administration Section. This study focuses on an in-depth analysis of existing problems with the aim of finding comprehensive solutions. The qualitative method used allows researchers to explore various perspectives and data in depth. Based on this study, it is concluded that competency development at PPATK, especially in the Leadership Administration Section, has been carried out through classical and non-classical training. However, only around 60% of the 2024 target has been achieved, with obstacles such as limited training opportunities, budget, and relevant materials. Other inhibiting factors include low employee motivation to improve competence and organizational policies that limit resource allocation. To overcome this problem, solutions that can be implemented include collaboration with internal training provider units, development of training needs databases, utilization of non-classical methods, and socialization to increase employee motivation.

Keywords: Employee Competency Development; Financial Transaction Reports and Analysis Center; Leadership Administration Section;

I. INTRODUCTION

Human Resources (HR) competency affects the success of an organization, especially in government agencies. This competency includes knowledge, skills, abilities, and characteristics that have a direct impact on employee performance (Ma'arif, 2021). In Indonesia, ASN competency regulations are regulated in Law No. 20/2023 concerning ASN, which requires continuous ASN competency development. Article 21 Paragraph (8) letter b states that competency development is the right and obligation of ASN, and Article 49 Paragraph (1) mandates competency development to be relevant to organizational demands. The existence of competent ASN is important for the continuity of government agencies. Article 203 Paragraph (4) of Government Regulation No. 11/2017 stipulates that every civil servant must participate in competency development of at least 20 teaching hours (JP) per year. Competency development can be carried out through education or training in accordance with Article 210 Paragraph (2) of the same Regulation. The regulation also covers Government Employees with Work Agreements (PPPK), who are entitled to receive training of up to 24 JP per year, with priority given to employees with the best performance (Article 39 Paragraph (2) and Article 40 Paragraph (1) of Government Regulation No. 49/2018).

Education aims to improve knowledge and expertise through formal education, while training focuses on improving skills to complete current tasks (Nadler, Sanusi, 2014). Research shows that competency development has a positive impact on individual and organizational performance (Nugroho & Paradifa, 2020; Setyowati et al., 2022).

Training Needs Analysis (TNA) is important for designing competency development programs. PPATK as a government agency also prepares an education and training needs analysis at the beginning of the year. This analysis maps competencies that need to be improved, including in the field of protocol, which shows that employees at the PPATK General Bureau need training related to protocol. However, in 2023, there were no protocol training activities, which had implications for the low fulfillment of training hours in the PPATK Leadership Administration Section.

Data shows that the achievement of the competency lesson hour target in 2022 was only 35.48%, and in 2023 it decreased to 12.90%. However, in the first semester of 2024, the achievement increased to 25.81%, although not yet optimal. The decline in competency development performance indicates the need for increased efforts to comply with existing regulations.

Protocol is an important skill for employees who handle official events at PPATK. The development of this competency must be continuous to meet the demands of

increasingly complex tasks in the era of disruption. Optimal employee competency management is very important for the performance of PPATK employees and organizations, which have a vital role in preventing Money Laundering and Terrorism Financing (TPPU-PT). Therefore, HR management at PPATK must be carried out with serious attention so that organizational performance can be achieved effectively and efficiently.

Referring to this, it encourages the interest of researchers to conduct research or studies on the Strategy for Improving the Development of PPATK Employee Competence in the Leadership Administration Section. Based on the background above, the researcher aims to achieve several things. First, to find out how the implementation of employee competency development is carried out in the Financial Transaction Reports and Analysis Center (PPATK) in the Leadership Administration Section. Second, to identify factors that influence the improvement of employee competency development in the Financial Transaction Reports and Analysis Center (PPATK) in the Leadership Administration Section. Third, to determine the right strategy in an effort to improve employee competency development in the Financial Transaction Reports and Analysis Center (PPATK) in the Leadership Administration Section.

II. RESEARCH METHOD

This study focuses on an in-depth analysis of existing problems with the aim of finding comprehensive solutions. The qualitative method used allows researchers to explore various perspectives and data in depth. With this approach, researchers try to dig deeper to find the core of the problem, as well as identify factors that influence the conditions being analyzed. This study also relies on the researcher's ability to think critically, rationally, and analytically, in order to present objective and accountable findings.

The descriptive method is used to provide a clear picture of the state of the research object based on the facts found in the field. Researchers try not only to present data descriptively, but also to interpret the data with the aim that readers can understand the meaning contained therein. In addition, this study also aims to develop an understanding of the conditions of employee competency development, especially at PPATK, through interviews with informants who have direct knowledge and experience related to the topics discussed.

The technique of collecting data through interviews allows researchers to obtain more in-depth and more open information from selected informants. Interviews are conducted in a flexible manner, where initial questions can develop along with the interview process. This aims to give informants the freedom to express their views in a broader and deeper way. This interview process is expected to be able to explore information related to the development of PPATK employee competencies, as well as the strategies implemented to improve these competencies. The researcher will ensure that each interview is conducted in depth with a careful and targeted approach so that the information collected is accurate and relevant.

Documentation is used as a complement to obtain further information related to the research topic. Official documents such as regulations, performance reports, and service memos will be analyzed to provide additional context to the findings obtained through interviews. The data obtained from these documents is expected to support and enrich the researcher's understanding of existing conditions.

In selecting key informants, the researcher ensures that the selected individuals have a deep understanding of the topic being studied and are directly involved in the management and development of employee competencies at PPATK. These key informants are selected based on certain criteria, such as involvement in the problems being studied, knowledge of policies, and direct experience in implementing competency development strategies.

The data sources used in this study consist of two categories: primary data and secondary data. Primary data is obtained directly from informants through interviews, while secondary data is obtained from documents or literature relevant to the research. This secondary data serves as an additional source to complement the information obtained from interviews and provide a broader perspective on the conditions being analyzed.

Data management is done by separating primary and secondary data sources, and analyzing them to find relevant patterns or relationships. The data analysis model used is the interactive analysis model from Miles and Huberman, which allows researchers to conduct analysis repeatedly and interactively throughout the research process. The stages of analysis used in this study include data condensation, data presentation, and drawing conclusions and verification. These three stages form a cycle that continues until the researcher reaches a conclusion that can be accounted for. The main instrument used in this study is an interview guideline, which functions as a tool for researchers in directing interviews so that they remain in accordance with the research objectives. This interview guideline allows researchers to ask relevant and in-depth questions, and provides space for informants to provide broader and more meaningful answers. With this instrument, it is hoped that interviews can take place systematically and effectively, resulting in quality data that is useful for research.

III. RESULT AND DISCUSSION

1. Implementation of Competency Development in the Leadership Administration Section

The development of ASN employee competencies is very important in facing increasingly complex work challenges, especially in the digital and globalization era. This requires an effective strategy to ensure that employees have the necessary knowledge, skills, and experience. Regulations such as Law Number 20 of 2023 concerning ASN, Government Regulation Number 17 of 2020 concerning Civil Servant Management, and Government Regulation Number 2018 concerning PPPK Management require government agencies to plan employee competency development through education, training, and career development, with a minimum

target of 20 hours of lessons for Civil Servants and a maximum of 24 hours for PPPK.

At PPATK, especially in the Leadership Administration Section, employee competency development has been implemented, but not optimally. Of the competency submissions planned for 2024, only around 60% have been realized. This has an impact on the performance of employees who are tasked with providing support to leaders. Some employees even missed the scheduled training, showing a lack of opportunity to participate in competency development.

Although the Leadership Administration Section attempts to provide training as needed, the amount of training available is limited and not entirely relevant to the non-technical tasks carried out. Therefore, alternative efforts such as sharing experiences with employees from other ministries or institutions can be a solution to keep insights and competencies updated.

In conclusion, although competency development has been carried out in the Leadership Administration Section, the results have not been as expected due to limited opportunities and training materials. This deficiency can affect employee performance in providing services to leaders. The Leadership Administration Section needs to continue to strive so that its employees receive training that is in accordance with their needs in order to improve their overall competence and performance.

2. Factors Affecting Employee Competency Development
a. Employee Motivation Factors

Employee motivation is a very important internal drive in ensuring the success of competency development programs. This is because without motivation, employees will not have the desire to participate in educational or training activities held by the organization. As conveyed by informant IK4, Head of HR Development Section, motivation is the main factor that an employee must have in order to develop. If an employee does not have the motivation to learn, competency development efforts will not be effective. Therefore, it is important for every employee to have the desire to learn and develop, because without it, competency development activities will be in vain. In addition, in the implementation of competency development, the motivation of the employee itself plays a major role in its success. Informant IK5, an employee in the Leadership Administration Section, explained that there are differences between one employee and another in terms of motivation and initiative to develop themselves. Some employees may be satisfied with their current abilities, so they only work routinely without trying to improve their competence. This is a major challenge in improving employee performance as a whole. Therefore, strong motivation is needed to encourage employees to continue to try to improve their competence in order to support the smooth running of their work tasks.

In addition to internal motivation, the importance of understanding rights and obligations in competency development is also very influential. As conveyed by informant IK1, although some employees are aware of the importance of improving competency, many of them do not clearly understand the rights and obligations they have regarding competency development. This makes employees less motivated to participate in training or education that has been planned by the organization. As a solution, it is important to provide clear information and socialization regarding employee rights and obligations in terms of competency development so that they are more motivated to participate.

Thus, employee motivation greatly influences the effectiveness of competency development in the work environment. Employees who are highly motivated will be more enthusiastic about participating in training and improving their abilities, which will ultimately improve their performance and productivity. Conversely, employees who lack motivation tend not to try hard to improve their competency, which can hinder the achievement of organizational goals. Therefore, it is important for organizations to build and maintain employee motivation so that they remain motivated and active in developing their competencies.

b. Organizational Policy and Leadership Factors

Organizational and leadership policies have a significant influence on the effectiveness of employee competency development. Organizational policies, as guidelines for implementation and decision-making, determine the focus and objectives of employee competency development. This policy covers various aspects, including the allocation of necessary resources, such as the budget and number of employees who can participate in training, as well as the type of training to be provided. This policy can also provide guidelines related to the management of time, facilities, and means used in the employee competency development process.

Leadership policies, on the other hand, play a role in directing organizational decisions and priorities. For example, leadership policies related to the organization's strategic priorities, such as the FATF initiative that is the main focus, will influence the allocation of budgets and the determination of competency development priorities in that area. Thus, leadership policies are very directly related to employee competency development activities, because they determine the areas that are considered the most important and require more attention.

In addition, organizational and leadership policies also affect the organization's ability to provide the training needed by employees. For example, if organizational or leadership policies prioritize certain areas that are currently a priority, then there will be more resources allocated for training in that area, while other areas may receive a more limited allocation. This can affect employee competency development as a whole, because competencies that are not in line with the priorities of the organization or leadership can be neglected.

Therefore, organizational and leadership policies not only provide direction on the type of competency development provided, but also regulate who will receive it, when, and how it will be implemented. In situations where budgets are limited or resources are limited, leadership

policies greatly determine where these resources will be prioritized, whether in terms of the number of employees who receive training or the areas that are considered most crucial. Finally, organizational and leadership policies serve as a framework to ensure that employee competency development can be carried out in a focused manner and in accordance with the needs and priorities of the organization. Overall, organizational and leadership policy factors will greatly influence the effectiveness and success of employee competency development, because competency development depends not only on existing resources but also on understanding and determining the right policies. The right policies will guide the organization in developing development programs that are relevant, measurable, and in accordance with the organization's strategic goals and can produce employees who are more competent and ready to face future challenges.

c. Competency Development Variation Factors

Employee competency development plays an important role in improving work performance and quality, so that they can carry out their duties more effectively. This is in accordance with Law Number 20 of 2023 concerning ASN, which stipulates that competency development can be carried out through education and training, both classically and non-classically. The education carried out can be formal education, which includes undergraduate, master's, or doctoral levels, while training aims to develop employee skills.

The implementation of competency development is guided by existing regulations and is adjusted to the needs and objectives of employee development. As explained by informant IK4, employee competency development has been running in the Leadership Administration environment using education and training methods, which make it easier for employees to participate in this development program.

Education can be provided independently or using scholarships, which provide opportunities for employees to pursue higher education with support from the leadership. This shows that the organization supports employee competency development proactively. For example, in formal education, employees are given the opportunity to participate in higher education programs, both domestically and abroad.

Competency training is also provided in two methods: classical (face-to-face) and non-classical (such as online or mentoring). Informant IK4 explained that training can be carried out flexibly, taking into account the type of training needed and current conditions. In the post-pandemic era, more flexible training methods, such as e-learning or online-based training, are increasingly being implemented, because they allow employees to take training remotely without being tied to time and place.

In addition, non-classical training, such as mentoring, provides a more personal approach, where senior employees guide junior employees to improve their skills and knowledge in their daily work. This is a form of competency development that does not only rely on formal instructions but is also based on real experience in the workplace.

Training can also be carried out by sharing knowledge, where employees can share knowledge and experience to improve their understanding of their duties and responsibilities. Informant IK2 explained that the training carried out does not only come from internal PPATK but can also be carried out in collaboration with external institutions, which offer a broader and deeper perspective on competency development.

Evaluation of training, especially e-learning-based training, is important to ensure the effectiveness of the program. Informant IK1 stated that the use of e-learning or online training is increasing and optimized to ensure that employees can still access training as needed, even in limited situations or different from traditional methods. Overall, employee competency development is carried out through formal education and training with various flexible approaches, both classical and non-classical. This flexibility is very important to ensure that every employee has an equal opportunity to improve their competency, according to the needs of the organization and the tasks at hand. These diverse development methods also allow adaptation to changes and different needs of each employee, and support the achievement of organizational goals more effectively.

d. Budget Factors

Budget factors have a significant influence on the smoothness of employee competency development, especially in providing funds for education and training. Informant IK1 stated that in budget discussions, leadership priorities play an important role in determining the allocation of a larger budget for certain areas or levels that are considered more urgent. This indicates that budget limitations can affect the focus of competency development activities carried out, thus requiring adjustments to priorities in their implementation.

Informant IK4 stated that if the budget is not a problem, the HR Bureau will ensure that training can be provided to all employees in accordance with the provisions. However, when the budget is limited, some training or education programs may have to be reduced or postponed. This is a challenge in optimizing employee development programs because the existing budget is often insufficient to meet all existing needs.

Informant IK3 added that although the budget for training has been prepared every year, other urgent factors often divert part of the budget, which hinders the implementation of competency development programs. This limited funding affects employees' opportunities to participate in various development activities that are desired or needed to improve their competencies.

In addition, employees also feel the direct impact of this budget limitation. Informants IK6 and IK5 revealed that the main obstacle in employee competency development is the budget constraints experienced by the HR unit. Although competency development needs have been mapped, the limited budget often causes several training programs to not be implemented as planned.

Overall, budget constraints in employee competency development are the main obstacle that affects the

implementation of education and training programs. Without sufficient budget, it is difficult to achieve employee competency development goals optimally, which will ultimately impact the achievement of organizational goals. Therefore, the budget is the main factor that influences the success or failure of employee competency development implementation.

e. Facilities and Infrastructure Factors

Employee competency development is a crucial aspect in improving employee knowledge, skills, and abilities to carry out tasks and responsibilities optimally. Facilities and infrastructure that support competency development are important factors for the success of these activities. Adequate facilities will facilitate the implementation of education and training programs attended by employees, both through face-to-face (classical) and non-classical methods (such as e-learning or distance training).

According to informant IK4, if there are no constraints related to budget and facilities and infrastructure, they prefer face-to-face training methods because they are considered more effective in achieving learning objectives. Limited facilities and infrastructure can hinder the effectiveness of training, by limiting the options for methods and media that can be used in competency development activities. Overall, the availability of adequate facilities and infrastructure greatly contributes to the success of employee competency development. Without optimal facilities, the implementation of competency development activities will be hampered, resulting in limited training media options and reducing the achievement of desired results. Therefore, it is important for organizations to pay attention to and ensure the availability of facilities and infrastructure that support the implementation of competency development optimally.

3. Strategy to Improve Employee Competency Development

Employee competency development is very important to improve performance and support the achievement of organizational goals. With appropriate competencies, employees can complete tasks more effectively, because they have the right knowledge, skills, and experience. Therefore, competency development must continue to be improved to reduce the gap between employee abilities and the work they do.

Based on research, several obstacles faced in employee competency development in the PPATK Leadership Administration Section are:

1. Employee Motivation: Lack of awareness of the importance of improving competency among employees.
2. Organizational Policy: Organizational policies that change priorities and budget allocations, hinder competency development in several sections.
3. Training Variation: Variations in the types of training as well as considerations of time, cost, and conditions, affect employee participation in competency development.
4. Budget: Budget limitations that have a direct impact on the realization of competency development programs.

5. Facilities and Infrastructure: Limited facilities and infrastructure to support the implementation of education and training.

To overcome these obstacles, strategies that need to be implemented include:

- Increasing employee motivation by providing an understanding of the importance of competency development.
- Adjusting organizational policies to employee development needs and ensuring adequate budget allocation.
- Simplifying and aligning types of training with employee needs and paying attention to the time and costs available.
- Increasing the availability of facilities and infrastructure to support competency development programs.

By overcoming these obstacles, it is hoped that employee competency development in the PPATK Leadership Administration Section can run optimally and have a positive impact on employee performance and the achievement of organizational goals.

1) Collaboration with Internal Education and Training Providers

In addition to utilizing cooperation between units, competency development strategies can also include a more flexible approach that accommodates long-term needs for both employees and the organization. For example, employee competency development is not only limited to technical aspects or certain fields, but can be expanded to include broader skills according to organizational dynamics. Informant IK1 added that competency development is not only for employees who currently work in the Leadership Administration Section, but also to prepare them for possible transfers or rotations to other sections within the PPATK environment. With diverse training, employees can gain broader skills, supporting their flexibility and adaptation to various roles in the future.

In addition, training that focuses more on the core areas of PPATK also provides long-term benefits for the organization. Employees who have a deeper understanding of the core tasks and functions of PPATK, such as in terms of anti-money laundering policies, can enrich their experience and expertise. This also allows them to fill more strategic positions if there are employee transfers in the future. This strategy ensures that no employee is missed in career development efforts, as well as strengthening the organization's capacity to carry out its mission more effectively.

The importance of implementing this strategy is that in addition to meeting the needs of target teaching hours, it also overcomes the obstacles of limited budget and facilities, and opens up opportunities for employees to continue to develop in their career paths. Overall, through a comprehensive approach involving collaboration between units, employee competency development becomes more focused, effective, and adaptable to changes in the organizational structure.

2) Database Development and Data Collection of Competency Development Needs

Another strategy that can be implemented is to facilitate more effective communication between the HR Bureau and related units within the PPATK environment. One of them is by strengthening the coordination mechanism in determining the priority of training and education needed by employees, so that competency development can be more focused and efficient. For example, the HR Bureau can hold regular meetings with related units to identify urgent competency development needs that are relevant to the tasks of each unit.

In addition, the HR Bureau can also utilize technology to improve the accessibility and effectiveness of competency development. One way is to use an e-learning platform or online training system that allows employees to access training materials anytime and anywhere. This can reduce time and location barriers, and provide more opportunities for employees to take training according to their needs.

Another important strategy is to conduct regular evaluations of the effectiveness of the training programs that have been implemented. This evaluation can be done through surveys or interviews with employees who have taken training to measure the extent to which the training has improved their competency in carrying out daily tasks. The results of this evaluation can be used as consideration in designing future training programs to be more relevant and effective.

By implementing these strategies, the HR Bureau can be better at planning, managing, and evaluating employee competency development, so that it can improve the quality of employee work and support the achievement of organizational goals more optimally.

3) Utilization of Training Methods

To further optimize employee competency development strategies, the HR Bureau and the Leadership Administration Section can utilize more varied and flexible training methods. In addition to coaching, mentoring, and counseling activities, employees can also be given the opportunity to take part in training through e-learning or independent learning programs, which can accommodate time and budget constraints. This method allows employees to learn independently using materials available online, without requiring large facilities and infrastructure.

In addition, discussion activities or knowledge sharing sessions between employees can also be expanded and facilitated more systematically. In this way, more experienced employees can transfer their knowledge and skills to their colleagues. This can also encourage the creation of a more open learning culture in the workplace, where all employees feel involved in their self-development.

The HR Bureau can also implement a more efficient management system to monitor the development of employee competency development, for example by creating a platform or application that makes it easy for employees to access information about the training they have attended, the available training schedule, and the status of their study hours achieved. This will help employees to be more proactive in planning their competency development according to future job and career needs.

In addition, an evaluation of the effectiveness of each training method used needs to be carried out. This evaluation can be done by collecting feedback from employees after attending training, and seeing the extent to which the competency development that has been carried out has a positive impact on employee performance in daily work. If a particular method is proven to be effective and does not burden the budget or infrastructure, the method can be prioritized to be continued.

With a flexible, innovative, and employee-needs-based approach, employee competency development in the PPATK Leadership Administration Section can run optimally, even with limited budget and infrastructure. This approach also ensures that employees can continue to develop, are ready to face future challenges, and have skills that are in accordance with the needs of the organization.

4) Socialization related to the Objectives and Benefits of Employee Competency Development

In addition, to strengthen the effectiveness of socialization, the HR Bureau can hold a Q&A session or direct discussion between employees and leaders regarding the importance of competency development. This interactive activity will provide an opportunity for employees to ask questions or confusion about competency development, and discuss how these development methods can support their career development. In this way, employees can feel that they are directly involved in the development process and feel more motivated.

The HR Bureau can also introduce various types of training and competency development activities that are more flexible, such as e-learning, webinars, or project-based training. This program will provide an opportunity for employees to access competency development according to their needs and the time they have. Providing various training options will also provide space for employees to choose the method that best suits their learning style and needs.

Effective socialization not only conveys information about available programs but can also create a culture of continuous learning in the work environment. This will help employees understand that competency development is an integral part of their work and can improve their performance and contribution to the organization. This approach is expected to create an environment that supports the development of employee professionalism, and motivates them to continue to develop in various aspects of their work.

a) DIJALA (Juanda Discussion 35)

DIJALA is an activity carried out in the PPATK environment to provide a forum for exchanging information between employees and employees, employees and leaders, and employees and external parties. This activity is open to all employees to obtain information, knowledge and experience related to the duties and functions of PPATK and related to daily life and activities.

Through this activity, the HR Bureau can socialize the objectives and benefits as well as the types and methods of employee competency development. DIJALA activities can be a forum for comprehensive socialization for employees, because they are attended and witnessed by almost all PPATK employees so that information regarding competency development can be massively informed.

b) Office PC/Laptop Lock Screen

The use of PCs/Laptops in the PPATK environment is commonplace because the use of digital technology is a must for every government agency today. As one of the media used to support daily work, of course PC/Laptop is an item that will be carried and used by employees every day. In the PPATK environment, the PPATK IT Team has made arrangements on the PC/Laptop used by employees by providing real-time updated information regarding activities, regulations, and other important information via the PC/Laptop lock screen when not in use and in standby mode.
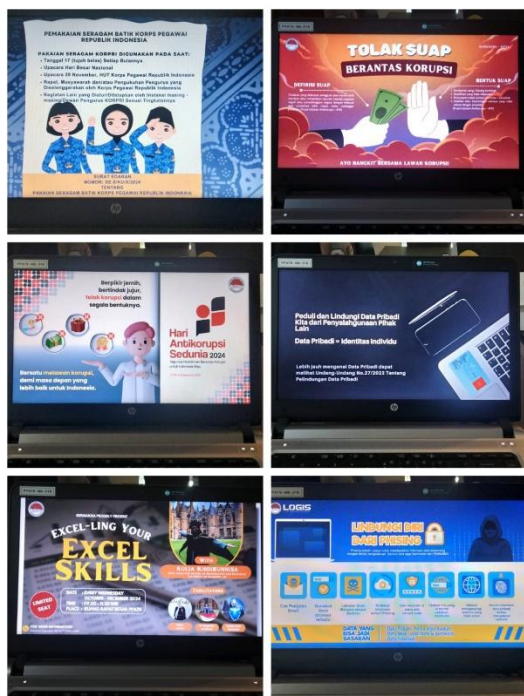

Figure 1. PPATK Employee PC/Laptop Lock Screen Display

In addition to utilizing the lock screen, the HR Bureau can also maximize various other communication channels to disseminate information related to competency development, such as internal email, company communication platforms, and internal social media. The information provided can include the types of training available, competency development objectives, and the direct benefits that employees can obtain after participating in the training. By providing complete and easily accessible information, employees can more easily find out about existing competency development opportunities.

The importance of ongoing socialization can also be implemented through face-to-face activities or group discussions involving managers and department heads. These activities can directly clarify the objectives and benefits of competency development, as well as provide opportunities for employees to ask questions or provide input related to existing training programs. This approach can strengthen employee understanding and trust in the competency development programs provided.

With effective and transparent communication, employees will feel appreciated and more motivated to participate in the training offered. In addition, this will also contribute to the formation of a more proactive organizational culture in terms of improving employee competency and career development, which in turn can strengthen the performance and effectiveness of PPATK in carrying out its duties and functions.

Overall, strategies involving the use of digital media, ongoing communication, and direct counseling on the benefits of competency development can help build employee awareness and motivation to continuously improve their quality and performance, which will ultimately support the achievement of organizational goals.

IV. CONCLUSION

The implementation of competency development in the Financial Transaction Reports and Analysis Center (PPATK) in the Leadership Administration Section has been carried out through education and training, both with classical and non-classical training methods. However, in its implementation, this competency development has not been carried out optimally, because only around 60% of the competency development target planned for 2024 has been realized. Several obstacles faced in its implementation include the lack of opportunities for employees to take part in training, budget constraints, and the lack of training materials that are relevant to tasks related to the Leadership Administration Section. These obstacles certainly have an impact on employee performance in providing services to leaders in the PPATK environment. There are various factors that influence employee competency development, including employee motivation which is an important factor in the success of competency development. Some employees lack awareness to improve their competencies, which of course is an obstacle to this development. In addition, organizational and leadership policies also influence the focus of competency development, where this policy can have an impact on limiting budget allocation and resources for training. Another factor is the variation in competency development that should provide flexibility for employees to choose training methods that suit their needs, but this has not been utilized optimally. Budget limitations are the main obstacle in meeting competency development targets, while the availability of adequate facilities and infrastructure is also still a challenge in supporting the implementation of competency development programs. To overcome these problems, there are several effective strategies that can be carried out. One of them is collaboration with internal units of education and training providers such as the APU-PPT Training Center which can assist in PPATK employee competency development

activities in the Leadership Administration Section. In addition, the development of a training needs database can be carried out to monitor employee competency development in a more structured manner. The use of non-classical training methods such as mentoring, coaching, counseling, and e-learning can also be a solution to overcome budget and facility limitations. Finally, socialization regarding the importance of competency development needs to be carried out to increase employee motivation in participating in planned competency development activities.

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