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THE INFLUENCE OF COMPETENCY ON THE PERFORMANCE OF FUNCTIONAL OFFICIALS WITH EQUALIZATION PATHWAY

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Abstract: This research aims to examine competency's influence on functional officials' performance through equalization pathways. Employing an applied causal quantitative approach, the study surveyed functional officials from various universities, with 100 respondents. A questionnaire served as the instrument, encompassing variables such as competency, work motivation, work culture, and the performance of functional officials. Data analysis comprised descriptive and inferential analyses alongside multiple regression analysis techniques aimed at determining variable X's partial and simultaneous influence on variable Y. The findings revealed a positive correlation between competency (X) and performance (Y), indicating that higher competency levels corresponded to higher performance levels. In comparison, lower competency levels were associated with diminished performance. Thus, it can be inferred that a significant relationship exists between competency and the performance of functional officials.

Keywords: Performance, Competency, Higher Education, Functional Position Holders

INTRODUCTION

Management in education has an important role in directing, guiding, and managing educational institutions to achieve educational goals effectively and efficiently (Hamalik, 2010). Personnel involved in educational administration, including education personnel, have a strategic role in facilitating various functions of educational institutions (Aydın, 2023; Suchyadi et al., 2023). They are responsible for curriculum administration, public relations, financial management, and student administrative services (Haharin, 2023). The professional development of education managers is critical in building a country's future, and the behavior, attitudes, skills, and knowledge need to continue to be developed (Rodriguez et al., 2023). Effective management of educational institutions requires a comprehensive understanding of the management processes, principles, and roles. Educational institutions can achieve their goals and improve their results through pedagogical leadership and implementing efficient educational management.

The important role of educational administration staff in education is legally recognized, as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (2003). This law identifies the role of educators as individuals who help to provide education, including administration, management, coaching, supervision, and technology services. However, changes occurred over time through the introduction of bureaucratic simplification policies in Indonesia, including in higher education environments.

Higher education institutions face changes in their structure echelon and bureaucracy, which involve equalizing administrative positions into specific functional positions. This equalization policy simplifies bureaucracy and increases organizational efficiency (Amalia, 2023). However, the implementation of this policy faces challenges. Some employees who are transferred to a certain functional position do not meet the educational and competency requirements for these positions, which causes difficulties in carrying out their duties (Mursidah et al., 2022; Puspita, 2022; Timur et al., 2022; Tuasamu et al., 2023). In addition, the equalization process has not been through adequate study and consideration, which has led to career uncertainty for functional officials and a decline in employee and organizational performance (Riyanto et al., 2022). The factors of communication, resources, disposition, and bureaucratic structure must be considered in equating administrative positions with functional positions in government institutions (Insani et al., 2022). To achieve fast, effective, and efficient public services, equalizing administrative positions into functional positions is a priority program. However, it needs to be examined for its effectiveness and impact on job satisfaction (Parhizgar & Parhizgar, 2007).

There are limitations in the research literature that specifically examine changes in the performance of functional officials on the equalization pathway in higher education. However, several general discussions on this equalization of functional positions in the context of bureaucratic reform in Indonesia are available. Equalization of functional positions is considered a strategy to simplify bureaucracy and improve official performance and efficiency of budget use (Laila, 2023). Although functional officials are expected to have flexibility in their duties and responsibilities, they often face obstacles, such as slow decision-making and un-optimal bureaucratic performance (Gunawan, 2022). Since 2021, the Indonesian government has implemented a policy of equalizing administrative positions into functional ones. Here, the State Civil Service Agency (BKN) is responsible for developing the careers of functional officials (Saputri, 2023). Moreover, specific information on the changes in the performance of functional officials in the context of equitable higher education is still limited. Therefore, research focusing on this aspect has important value in understanding the dynamics and challenges faced by functional officials in higher education environments.

In resolving the complex challenges faced by functional officials with equalization pathways in higher education, this research aims to identify the influence of competency on their performance. Individual competency, work motivation, and work culture in the university environment are assumed to be key factors that influence the performance of these functional officials. Focusing on the relationship between competency and performance may provide a deeper understanding of how these factors contribute to the effectiveness and efficiency of the performance of functional officials with an equalization pathway. Even though it only considers competency variables, this research has great potential to provide valuable insights into optimizing bureaucratic structures in higher education and pave the way for further research in this field.

METHODS

The research used applied causal quantitative research. Causal studies determine relationships between variables. The causal design uses the following steps: problem creation, literature research, hypothesis making, data collection, processing, and findings. The variables are variable X1 or the first independent variable, namely competence. The dependent variable is variable Y, namely, the performance of functional officials with an equalization pathway.

Place and Time of Research

This research was conducted on June - July 2023 at Yogyakarta State University (UNY), University of Pembangunan Nasional “Veteran” Yogyakarta (UPN Veteran Yogyakarta), and

Indonesia Institute of Arts Yogyakarta (ISI Yogyakarta). Research conducted at these three universities provides significant benefits in the context of higher education development in Yogyakarta. First, ISI Yogyakarta, as an arts education institution, has the distinction of producing functional officials with competencies closely related to the arts and culture. This makes it possible to understand how these competencies influence performance in a unique context. Second, UNY and UPN Veteran Yogyakarta, as educational institutions that focus on scientific development and professionalism, provide different perspectives in identifying the needed competencies and how these competencies lead to effective performance in the equalization pathway. By involving these institutions, the study explores differences and similarities in the context of competency and performance of functional officials, as well as provides insight into the development of management policies and practices in various academic institutions in Yogyakarta.

Population and Sample of the Research

All Functional Officials with equalization pathways at Yogyakarta State University, University of Pembangunan Nasional "Veteran" Yogyakarta, and Indonesia Institute of Arts Yogyakarta acted as population. There were 100 people. The detailed demographics of respondents are presented in Table 1.

Table 1. Distribution of Respondents

No.	Description	Type of Respondents	Total	Percentage
1.	Gender	Female	47	47%
		Male	53	53%
2.	Age	More than 50 years	58	58%
		41- 50 years	42	42%
3.	Marital Status	Married	83	83%
		Unmarried	17	17%
4.	Educational Background	D3 / D4	4	4%
		S1	68	68%
		S2	28	28%
5.	length of career	11 - 15 years	12	12%
		16 - 20 years	16	16%
		21 - 25 years	28	28%
		More than 25 years	44	44%
6.	Work unit	UNY	25	25%
		UPN Veteran Yogyakarta	52	52%
		ISI Yogyakarta	23	23%

Research Variable

The research collected data on functional officials on the competency and performance equalization pathways from Yogyakarta State University, University of Pembangunan Nasional "Veteran" Yogyakarta, and Indonesia Institute of Arts Yogyakarta. The dependent variable was performance, while competence, motivation, and work culture were independent variables. However, this article will only explain one of the variables: the competency variable.

Data Collection Techniques and Instruments

Questionnaires were used as a data collection method. In course studies, questionnaires must meet reliability and validity standards. And it must be tested to ensure the validity of the data.

Table 2. Instrument Guidelines

Variable	Indicators	Item of Statements
Competency (X_1)	Knowledge	1, 2, 3
	Understanding	4, 5, 6, 7
	Skill	8, 9, 10, 11, 12
	Value	13, 14, 15, 16
	Attitude	17, 18
	Interest	19, 20, 21
Performance (Y)	Quality	1, 2, 3, 4
	Quantity	5, 6, 7
	Timeliness	8, 9, 10, 11
	Cost-effectiveness	12, 13, 14, 15
	Need for Supervision	16, 17, 18, 19, 20
	Interpersonal Impact	21, 22

Instrument Validity and Reliability

In this particular study, one of the validity criteria was content validity. Instrument guidelines or instrument development matrices can be used to test the validity of the learning material (Sugiyono, 2018). The guideline contains the variables being investigated, comparative indicators, question item numbers, and statements from these indicators. Besides content validity, a researcher can also use "item validity," which involves comparing a person's score on each question with their aggregate score on all items to evaluate validity.

The product-moment correlation formula and the SSPS (Statistical Package Social Science) computer program for Windows version 16.00 were used to analyze primary item data collected for this investigation. Reliable activities have a high level of reliability and the reason for the given name. The words "reliable" and "ability" are the origin of the word "reliability."

The reliability coefficient from 0 to 1.00 is commonly used to measure reliability. The system reliability increases when the relative reliability coefficient approaches 1.00. On the other hand, dependence tends to decrease as the coefficient decreases to zero (Azwar, 2015; Bonett & Wright, 2015; Urbina, 2016). Cronbach's Alpha formula was applied to determine the reliability of the investigation.

Data Analysis Technique

This research applied several descriptive and inferential analysis techniques to describe and draw conclusions. Descriptive analysis techniques are used to describe real conditions or events, such as settings, conditions, situations, and related activities. Furthermore, inferential techniques, including correlation analysis and regression analysis, are used to answer research questions and hypotheses. Correlation analysis measures the relationship between the variables, while regression analysis determines the relationship between predictor variables and criterion variables. In multiple regression analysis, employee performance variables are linked to competency, motivation, and work culture variables using multiple regression equations.

The results of data analysis were processed using SPSS Release 25 computer software, with the assumption that if the significance value (α) is less than or equal to the specified significance level (α=0.05), then the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. The analysis shows that competence, motivation, and work culture positively and significantly influence the performance of functional officials of the distribution pathway, which also influences the efficiency and effectiveness of the officials functional and functional officials in the distribution pathway.

RESULTS AND DISCUSSIONS

Result

Competency data shows the highest score of 105 and the lowest of 26 out of 100 respondents. The mean value (M) is 87.68, and the standard deviation (SD) is 13.15 with an interval of 5. The data range is 105 – 26 = 79, so the interval class length is 79/5 = 15.8, rounded to 16.

Table 3. Distribution of Competency Data

Interval	Frequency			
	F	%	Valid Percent	Cumulative Percent
0 – 19	1	1	1	1
20 – 39	2	2	2	3

Interval	Frequency			
	F	%	Valid Percent	Cumulative Percent
40 – 59	5	5	5	8
60 – 79	44	44	44	52
80 – 100	48	48	48	100
Total	100	100	100	

Table 3 shows the highest frequency in a score of 80 to 100, which is 48 respondents or 48%. Categorization of each variable uses the following formula: (1) Very high category = X > (Mi + 1.SDi); (2) High category = Mi < X ≤ (Mi + 1.SDi); (3) Medium category = (Mi - 1.SDi) < X ≤ Mi; (4) Poor category = (Mi - 1.SDi) < X ≤ (Mi - 1.SDi); and (5) Very poor category = X < (Mi - 1.SDi)

The calculating results of the ideal mean (Mi) and ideal standard deviation (SDi) are:

Mi = ½ (highest score + lowest score)

= ½ (105 + 26) = ½ (131) = 65,5

SDi = 1/6 (highest score - lowest score)

= 1/6 (105 – 26) = 1/6 (79) = 13,2

After the ideal mean (Mi) and ideal standard deviation (SDi) are known, the criteria are:

Very high category = X > (Mi + 1.SDi)

= X > (65,5 + 13,2) = X > 78,7

High category = Mi < X ≤ (Mi + 1.SDi)

= 65,5 < X ≤ (65,5 + 13,2) = 65,5 < X ≤ 78,7

Medium category = (Mi - 1.SDi) < X ≤ Mi

= (65,5 – 13,2) < X < 65,5 = 52,3 < X ≤ 65,5

Poor category = (Mi - 1.SDi) < X ≤ (Mi - 1.SDi)

= (65,5 – 13,2) < X ≤ (65,5 – 13,2)

= 52,3 < X ≤ 52,3

Very poor category = X < (Mi - 1.SDi)

= X < (65,5 – 13,2) = X < 52,3

Table 4. Competency Trend Categories

Score	Frequency				Category
	F	%	Valid Percent	Cumulative Percent	
> 78,7	87	87	87	87	Very High
65,5 - 78,7	6	6	6	93	High
52,3 - 65,6	4	4	4	97	Medium
52,3 - ≤ 52,3	2	2	2	99	Poor
< 52,3	1	1	1	100	Very Poor
Total	100	100	100		

Table 4 shows that the competence of the very high category is 87 people (87%). Next, the high category is six people (6%). After that, the medium category is four people (4%). Then, the poor category is two people (2%). The very poor category has one person (1%). In sum, the competence is in the very high category.

Performance (Y)

Data on performance shows the highest score of 110 and the lowest of 44 out of 100 respondents. The mean value (M) is 4.26. The standard deviation (SD) is 0.53 with an interval of 5. The data range is 110 – 44 = 66, so the interval class length is 66/5 = 13.2, rounded to 13.

Table 5. Distribution of Performance Data

Interval	Frequency			
	F	%	Valid Percent	Cumulative Percent
20 - 39	3	3	3	3
40 - 59	2	2	2	5
60 - 79	38	38	38	43
80 - 100	57	57	57	100
Total	100	100	100	

Table 5 shows the highest frequency in a score of 80 to 100, which is 57 respondents or 57%. Categorization of each variable uses the following formula: (1) Very high category = X > (Mi + 1.SDi); (2) High category = Mi < X ≤ (Mi + 1.SDi); (3) Medium category = (Mi - 1.SDi) < X ≤ Mi; and (4) Poor category = (Mi - 1.SDi) < X ≤ (Mi - 1.SDi)

The calculating results of the ideal mean (Mi) and ideal standard deviation (SDi) are:

Mi = ½ (highest score + lowest score)

= ½ (110 + 44) = ½ (154) = 77

SDi = 1/6 (highest score - lowest score)

= 1/6 (110 – 44) = 1/6 (66) = 11

After the ideal mean (Mi) and ideal standard deviation (SDi) are known, the criteria are:

Very High Category = X > (Mi + 1.SDi)

= X > (77 + 11) = X > 88

High Category = Mi < X ≤ (Mi + 1.SDi)

= 77 < X ≤ (77 + 11) = 77 < X ≤ 88

Medium Category = (Mi - 1.SDi) < X ≤ Mi

= (77 – 11) < X < 77 = 66 < X ≤ 77

Poor Category = X < (Mi - 1.SDi)

= X < (77 – 11) = X < 66

Table 6. Performance Trend Categories

Skor	Frequency				Kategori
	F	%	Valid Percent	Cumulative Percent	
> 88	77	77	77	77	Very High
77 – 88	18	18	18	95	High
66 – 77	2	2	2	97	Medium
< 66	3	3	3	100	Poor
Total	100	100	100		

Table 4 shows that the competence of the very high category is 74 people (74%). Next, the high category is 17 people (17%). After that, the medium category is five people (5%). And the poor category includes four people (4%). In sum, the performance is in the very high category.

Results of Data Analysis

1. Validity test

Validity Test aims to determine the accuracy of a research instrument according to its function. The validity testing is carried out using the Product Moment correlation method, where if the question item has a p-value (Sig.) < 0.05 (α) or the calculated r value (correlation coefficient) of the question item > table r value, then the question item is valid. It means that the research instrument can be used to measure. The results of the validity test are presented in Table 7.

Table 7. Competency Validity Test

Items of question	Correlation Coefficient	P-Value	Description
C1	0.766	0.000	Valid_
C2	0.788	0.000	Valid_
C3	0.796	0.000	Valid_
C4	0.798	0.000	Valid_
C5	0.793	0.000	Valid_
C6	0.846	0.000	Valid_
C7	0.880	0.000	Valid_
C8	0.841	0.000	Valid_
C9	0.853	0.000	Valid_
C10	0.810	0.000	Valid_
C11	0.763	0.000	Valid_
C12	0.731	0.000	Valid_
C13	0.818	0.000	Valid_
C14	0.824	0.000	Valid_
C15	0.753	0.000	Valid_
C16	0.692	0.000	Valid_
C17	0.620	0.000	Valid_
C18	0.609	0.000	Valid_
C19	0.586	0.000	Valid_
C20	0.543	0.000	Valid_
C21	0.741	0.000	Valid_

Based on the results of the validity test in Table 7, the Competency variable, of the 21 items used as research instruments, all the items have a value of Sig. 0.000 < 0.05. The value of the correlation coefficient (r count) of the 21 question items is from 0.543 to 0.880. And, if the score is compared with the r table value (DF = 100), r count > r table (r table value is 0.361 at $\alpha = 0.05$). This shows that the 21 question items in the Competency variable are valid.

2. Validity Test on Performance Variables (Y)

Based on the results of the validity test in Table 8, the performance variable of the 22 items used as research instruments, all the items have a value of Sig. 0.000 < 0.05. The value of the correlation coefficient (r count) of the 22 question items is from 0.255 to 0.864. And, if the score is compared with the r table value (DF = 100), r count > r table (r table value is 0.361 at $\alpha = 0.05$). This shows that the 22 question items in the Performance variable are valid.

Table 8. Performance Validity Test

Items of question	Correlation Coefficient	P-Value	Description
P1	0.700	0.000	Valid_
P2	0.660	0.000	Valid_
P3	0.677	0.000	Valid_
P4	0.694	0.000	Valid_
P5	0.720	0.000	Valid_
P6	0.864	0.000	Valid_
P7	0.791	0.000	Valid_

Items of question	Correlation Coefficient	P-Value	Description
P8	0.644	0.000	Valid_
P9	0.779	0.000	Valid_
P10	0.791	0.000	Valid_
P11	0.797	0.000	Valid_
P12	0.554	0.000	Valid_
P13	0.724	0.000	Valid_
P14	0.661	0.000	Valid_
P15	0.736	0.000	Valid_
P16	0.610	0.000	Valid_
P17	0.682	0.000	Valid_
P18	0.675	0.000	Valid_
P19	0.701	0.000	Valid_
P20	0.676	0.000	Valid_
P21	0.255	0.010	Valid_
P22	0.588	0.000	Valid_

3. Reliability Test

The reliability test aims to indicate the measurement results are relatively consistent if repeated two or more times. Reliability is tested using Cronbach's Alpha value on valid research instruments. If the research instrument has a Cronbach's Alpha value > 0.6, then the research instrument is reliable for use. The results of the reliability test are presented in Table 9.

4. Reliability Test on Competency Variables (X1)

Table 9. Competency Reliability Test

Items of question	Cronbach's Alpha	Cronbach's Alpha if Item Deleted	Description
C1	0.962	0.960	Reliable_
C2		0.960	Reliable_
C3		0.960	Reliable_
C4		0.960	Reliable_
C5		0.960	Reliable_
C6		0.959	Reliable_
C7		0.958	Reliable_
C8		0.959	Reliable_
C9		0.959	Reliable_
C10		0.959	Reliable_
C11		0.960	Reliable_
C12		0.960	Reliable_
C13		0.959	Reliable_
C14		0.959	Reliable_
C15		0.960	Reliable_
C16		0.961	Reliable_
C17		0.962	Reliable_
C18		0.962	Reliable_
C19		0.962	Reliable_
C20		0.963	Reliable_
C21		0.960	Reliable_

Table 9 shows the Cronbach's Alpha value for the Competency variable is 0.962 > 0.6. So, the Competency variable is reliable. The Cronbach's Alpha value if the item deleted is used to see the detail of the reliability of each question item, where of the 21 valid question items, all have a value of more than 0.6, with values from 0.958 to 0.963. In sum, the 21 question items in the Competence variable are valid and reliable.

5. Reliability Test on Performance Variables (Y)

Table 10. Performance Reliability Test

Items of Question	Cronbach's Alpha	Cronbach's Alpha if Item Deleted	Description
P1	0.940	0.937	Reliable_
P2		0.939	Reliable_
P3		0.937	Reliable_
P4		0.937	Reliable_
P5		0.936	Reliable_
P6		0.934	Reliable_
P7		0.935	Reliable_
P8		0.937	Reliable_
P9		0.935	Reliable_
P10		0.935	Reliable_
P11		0.935	Reliable_
P12		0.939	Reliable_
P13		0.936	Reliable_
P14		0.937	Reliable_
P15		0.936	Reliable_
P16		0.938	Reliable_
P17		0.937	Reliable_
P18		0.937	Reliable_
P19		0.937	Reliable_
P20		0.937	Reliable_
P21		0.945	Reliable_
P22		0.938	Reliable_

Table 10 shows the Cronbach's Alpha value for the performance variable, which is 0.951 > 0.6. So, the Performance variable is reliable. The Cronbach's Alpha value if the item deleted is used to see the detail of the reliability of each question item, where of the 22 valid question items, all have a value of more than 0.6, with values from 0.934 to 0.945. In sum, the 22 question items in the Performance variable are valid and reliable.

6. Hypothesis Test

a. Multiple Linear Regression

Multiple linear regression analysis results show predictions (increase and decrease) of the dependent variable (criterium) if two or more independent variables are manipulated. As the number of variables in this study meets the requirements for multiple linear regression analysis, at least two independent variables (Korkmaz, 2019; Suryanarayana & Mistry, 2016), the multiple linear regression equation is:

The multiple linear regression equation in this research is:

Y = 22,349 + 0,179X1 + 0,483X2 + 0,367X3

Performance = 22,349 + 0,179 (Competency) + 0,483 (Work Motivation) + 0,367 (Work Culture)

Based on test and equation 1, the three independent variables, Competence, Work Motivation, and Work Culture, have a significant influence on performance with a high influence of 1.029 (0.179+0.483+0.367 = 1.029) for every one change in values that occur in these two variables. This means that for every one value added to the independent variables of Competence, Work Motivation, and Work Culture, performance will increase by 1.029. In contrast, if the two independent variables decrease by 1 value, performance will decrease by -1.029.

b. Individual Parameter Significance Test (T-Test)

The test results are seen in the Coefficients[a] table, which explains information on the regression equation concerning whether there is or not a partial influence of the independent variable on the dependent variable.

Hypothesis:

H0: There is no significant influence between the independent variables and the dependent variable

H1: There is a significant influence between the independent variable and the dependent variable

Decision Criteria:

If the Sig value. > 0.05 and t count value < t table value (t(0.05/100) = 1.984), then H0 is accepted.

If the Sig value. < 0.05 and t count value > t table value (t(0.05/100) = 1.984), then H1 is accepted.

Table 11. Result of T Test

Unstandardized Coefficients			Standardized Coefficients	t	Sig.
Model	**B**	**Std. Error**	**Beta**		
1 (Constant)	22.349	2.329		9.596	.000
Competence (X1)	.179	.052	.201	3.422	.001

a. Dependent Variable: Performance (Y)

The Sig. value of the Competency variable (X1) is 0.001 < 0.05, and the value of t count (3.422)

> t table (1.984) with a regression coefficient of 0.179, then H0 is rejected, and H1 is accepted. This means there is a positive influence between Competency (X1) and Performance (Y). This means that the higher the competency value, the higher the performance value. In contrast, the lower the competency value, the lower the performance value.

Discussion

Based on the analysis, it was found that competency influences the performance of functional officials. The sig. value of the Competency variable (X1) is 0.001 < 0.05, and the value of t count (3.422) > t table (1.984) with a regression coefficient of 0.179, then H0 is rejected, and H1 is accepted. This means there is a positive influence between Competency (X1) and Performance (Y). This means that the higher the competency value, the higher the performance value. In contrast, the lower the competency value, the lower the performance value.

Officials affected by the role equalization policy are, in fact, given the powers and responsibilities that came with their previous positions as coordinators or sub-coordinators in certain areas and fields. The saying "functional officials with a sense of structure" might be true.

These requirements increase the workload for authorities or officials affected by equalization. Affected individuals are assigned the burdens, duties, and structural roles they previously had. At the same time, they are also required to comply with the work environment of the functional position based on individual performance and evidence of credit rating collection. Although there are regulations that translate the roles of coordinators and sub-coordinators into credit scores, this is not enough for the officials to get a minimum credit score. If they want to be promoted to a position, they still have to prepare administrative records, which will be translated into credit. When the individual is still employed as an administrative officer, no circumstances for an effort should be made to collect a credit rating.

Employees must meet the credit score requirements to support the promotion of civil servants affected by the distribution from structural to functional. Then, the workload of a functional official is heavier than that of a structural official. Every individual who is transferred to a functional must-have creativity.

In functional roles, the competency component is indeed the most crucial. Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform of the Republic of Indonesia Number 13 of 2019 concerning Proposing, Determining, and Development of Functional Positions for Civil Servants (2019) Article 64 Paragraph (1) expressly states that functional positions must have competency criteria under the level of position. Furthermore, paragraph (2) states that functional

position capabilities include managerial, socio-cultural, and technological abilities.

Managerial competence is less necessary for functional jobs than sociocultural competence and technical ability. Technical competency is a term used to describe knowledge, abilities, and behaviors that are explicitly relevant to the technical requirements of the position and can be seen, assessed, and improved. In contrast, management competency relates to the ability to direct and supervise organizational units. Referring to Decree of the President of the Republic of Indonesia Number 87 of 1999 concerning Clusters of Functional Positions for Civil Servants (1999), which has been revised several times, most recently with (Regulation of the President of the Republic of Indonesia Number 116 of 2014 concerning the Second Amendment to Presidential Decree Number 87 of 1999 concerning Clusters Functional Positions for Civil Servants (2014), may appear to require technical expertise. Functional positions of expertise in this regulation are professional positions whose implementation of duties and functions requires mastery of science and technology in their field of knowledge. The main responsibilities of this position include systematic teaching, development of knowledge, and application of ideas, theories, and art and science to problem-solving.

Competence is always an issue In various laws of the technical guidance for any functional role. The law governing the equal distribution of positions has given substantial consideration to the importance of competency in functional positions. Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform of the Republic of Indonesia Number 17 of 2021 concerning Equalization of Administrative Positions into Functional Positions (2021) Article 8 Paragraph (2) expressly regulates that equalization of positions only occurs after candidates have taken and passed a competency test. Apart from that, Paragraph (3) states that an official can be transferred to another functional position if he does not take and does not pass the competency test.

When the functional authorities created by the equalization process do not have the necessary skills, they will find completing the activity items difficult. It should be remembered that the activity items are a physical representation of the description of credit-worthy functional position activities. Their work pattern will be disrupted when they cannot get a proper credit score every year. However, the goal of developing professional ASN becomes unsuccessful when adequate competencies do not support the functional positions.

Setiawan et al. (2021) argue that efforts to equalize positions are carried out to select superior ASN who can provide quality public services. How can excellent service be provided if the competency requirements for a position have not been met? Various studies show that competence contributes excellently to performance (Anggreany M., 2017; Prayogi et al., 2019; Wicaksono et al., 2016). The effectiveness of functional officials increases along with a person's expertise. Also, if

functional authorities execute poorly, it will hurt their competence. Similar findings apply to technical proficiency, where mastery of skills greatly impacts performance (Febrina & Aisyah, 2021; Sumar et al., 2020).

Limitations

This research has several obstacles and limitations. For example, the findings may only apply to certain contexts, in this case, universities, which are the subject of research. Difficulties might arise in trying to generalize findings to different sectors or environments.

Also, this research only reflects the conditions, factors, and dynamics that prevailed at the time of the research. Future changes may affect the validity and relevance of the findings. The measurement methods used to measure variables such as competency, work motivation, work culture, and performance of functional officials also have limitations in describing the actual situation or may not accommodate the complex situation of each variable. Although this research shows relationships between the variables, it is difficult to establish a cause-and-effect relationship definitively. Other unidentified factors may also influence the relationship

CONCLUSION

Based on the analysis, it was found that competency influences the performance of functional officials. The sig. value of the Competency variable (X1) is 0.001 < 0.05, and the value of t count (3.422) > t table (1.984) with a regression coefficient of 0.179, then H0 is rejected, and H1 is accepted. This means there is a positive influence between Competency (X1) and Performance (Y). This means that the higher the competency value, the higher the performance value. In contrast, the lower the competency value, the lower the performance value.

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