

THE EVALUATION OF WORK COMPETENCE OF OFFICERS IN TRI RUKUN VILLAGE, WONOSARI DISTRICT, BOALEMO REGENCY

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ABSTRACT

This research aims to know the work competence of officers in Tri Rukun Village, Wonosari District, Boalemo Regency.

This research method used descriptive research with a qualitative approach. The data collection technique used in this research was through observation, in-depth interviews and documentation of officers in the Tri Rukun village government. The sample in this research was the headman and four village officers.

The results of research indicated that the work competence possessed by the officers in the Tri Rukun village was not optimal. It could be seen from the aspect of knowledge that each officer had not good, including education and understanding of village officers related to their main duties and functions, further training and education were needed to increase the knowledge of the officers. Regarding the skill aspect, the average village officers still have low skills, both in technical skills, skills in community service and conceptual skills, so it was necessary to hold village officers training and placement of officers according to their divisions. In the aspect of attitude, it was still not good, it caused by the lack of sympathy from the officers for the headman's orders, the work discipline of the officers was not maximized, there were some officers who were not socialized, and awareness in the implementation of the main tasks and functions was not complete yet. For this reason, the village government needs to be more emphatic with the regulations that have been set and carry out regular work evaluations.

Keywords: evaluation, work competence, officers

INTRODUCTION

Good competence and beyond is very much needed by an organization, so that the organization can develop and advance based on the goals with the targets that have been set. Employees who are able to complete their duties well, have extensive knowledge and are able to control themselves and others are characteristics of an employee [1]. Competence relates to the fundamental nature of everyone who has a relationship with the implementation and results of the task [2]. Competence according to the Regulation of Minister Republic of Indonesia No. 2 of 2013 concerning

Guidelines for the development of education system on the basis of competence explains that strengths with criteria possessed by a civil servant are abilities that include insight, skills and behavioral actions needed in implementing tasks with their positions until certain civil servants can carry out their duties in a certain way. professional, effective with efficiency [3]. So it can be understood that competence is the highest strength possessed by individuals in fulfilling their duties and functions as employees in order to achieve good performance and based on a predetermined time.

Based on the observation of village

officers in the Tri Rukun Village Government, they must have broad competencies to complete their duties and responsibilities in accordance with their fields so that the objectives of the village government are based on predetermined targets. Observations carried out on the Tri Rukun Village Government, because village officers still work not in accordance with the competencies possessed by each relevant individual in administering administration in the four fields run by the village government including the field of government, the field of application of formation, the field of empowerment, and the field of coaching Public.

Based on the regulation of the Minister Home Affairs Republic of Indonesia Number 2 of 2013 concerning guidelines for developing a competency-based education system, competency evaluation is based on three aspects, namely, 1) Knowledge, 2) Skills and 3) Attitude. In the aspect of knowledge, based on observations, several problems were found, for example the head of the welfare section has a high school education level but does not have experience in operating computers so that he does not understand in making an accountability letter as a report on the implementation of development activity programs so that the work is delegated to the administrative and general heads. The Head of Finance has knowledge in managing village finances but is not yet fully skilled in carrying out their main duties and responsibilities.

Furthermore, in the aspect of skills, problems were found, for example, in carrying out their main duties and responsibilities, the government staff were not skilled yet in carrying out the main tasks and functions according to their fields, for example, the head of the service division should be the head of the service but the head of the government took over the work, such as making reports on posyandu activities and inputting data. Temporary assistance which is the main task of carrying out administrative management.

Meanwhile, in the attitude aspect, the problems found were their behavior during socializing when carrying out their duties and functions, for example, the Head of Service was less concerned in carrying out their duties and responsibilities such as in carrying out counseling by motivating citizens to carry out their rights and obligations and in carrying out their work they often procrastinated. Even the level of discipline of village officers in Tri Rukun Village is still often found arriving late to the office, which should have arrived at 08.00 turned out to be 09.00 and there are village officers who should have gone home at 15.00, but in fact there are still village officers who are not disciplined, such as leaving before the time. Meanwhile, office hours and office hours have been regulated in the Tri Rukun Village Regulations to regulate the Organizational Structure with the Tri Rukun Village Administration.

This condition causes the progress and implementation of activities cannot be completed on time. Thus, it is very necessary to evaluate the work competence of the officers in Tri Rukun Village so that in the future the officers are able to work according to their duties and functions so that the administration of the Tri Rukun Village Government can run well.

Management Theory

a. Definition of Management

Management is one of the basics in the stages of using human resources supported by relevant sources when achieving organizational goals. The components in this case are carried out in stages as related to their functions.

Management in English means to manage, which is setting [4]. Therefore, management is involved in the stages of planning, organizing, leading and controlling, in which there is an effort from members of the organization in achieving the goals that have been determined in mobilizing the organization's resources. So in management through the process, the

resources contained in an organization when carrying out their duties and functions are regulated or directed so that the goals of a particular organization can be realized based on the goals that have been set.

b. Management Functions

In realizing management goals, it is always carried out effectively as well as efficiency, working properly, (input-output oriented), with efficiency, (oriented in the way when achieving goals) can also maximize benefits through management. The management function is as follows [5]:

- 1) Planning:
 - a) Selecting or determining organizational goals.
 - b) Establish strategies, financing, projects, agendas, procedures, methods, systems, budgeting, with the standardization needed to realize the standard.
- 2) Organizing:
 - a) Assign resources with activities needed to achieve goals.
 - b) Designing and developing organizations and working groups in achieving goals.
 - c) Assign responsibilities, with.
 - d) Delegating authority to individuals.
- 3) Personnel Preparation:
 - a) Recruiting, attracting, training, developing and assigning workforce, and
 - b) Provide orientation to employees towards a profitable and productive work area.
- 4) Briefing:

Directing is getting or getting staff to do what is expected and they always do. This function expects the staff to move towards the realization of the organization.
- 5) Supervision:

Supervision here can be explained to find and implement methods with equipment in guarantees where plans have been carried out according to

what has been determined. Positive control is sought to identify whether the organization's goals are realized effectively and efficiently or not. Negative control is sought in ensuring that unexpected activities have not been experienced.

c. Management Principle

The principles in management are flexible in the sense that they are always considered based on specific circumstances with changing conditions, the general principles of management are structured through:

- 1) Division of work)
- 2) Authority with accountability (authority and responsibility) Discipline (discipline)
- 3) Unity of commands
- 4) Unity of directions
- 5) Unity of directions)
- 6) Fair payments of wages (remunerations)
- 7) Centralizations
- 8) Hierarchy/level of position (hierachy)
- 9) Orders
- 10) Justice (equity)
- 11) Stability of tenures of personnel
- 12) Initiatives
- 13) Spirit of unity (esprits de corpse)

Human Resource Management

a. Definition of Human Resource Management

Human Resource Management (HRM) can also be defined as the activity of planning, organizing, directing, controlling when hiring, developing, compensating, integrating protection by severing the relationship between work on human resources in achieving individual targets, organizations and citizens [6]. In other words, in a straightforward way, human resource management (HRM) has a definition for the activities of planning, procuring, developing, maintaining and using human resources in an effort to achieve individual and organizational goals.

Human resource management is the design of activities that include procurement by organizing human resources [7]. Human resources are people with great enthusiasm for the existence of the organization to make potential contributors to the creation by realizing the goals, mission, and vision of the organization.

b. Benefits of Human Resource Management

The implementation of human resource management (HRM) will be able to produce various benefits both in the organization and the company, the next is the benefits of HRM in the organization/company:

- 1) Organizations and companies can have an HR information system.
- 2) Organizations and companies can have job analysis data for positions
- 3) Organizations and companies can have power in the formulation of HR planning decisions.
- 4) Organizations and companies will be able to increase efficiency with recruitment effectiveness in labor selection.
- 5) Organizations and companies will be able to carry out training in an effective and efficient way.
- 6) Organizations and companies will be able to carry out work assessments in an efficient and effective way.
- 7) Organizations and companies will be able to carry out the agenda with career development in an efficient and effective manner.
- 8) Organizations and companies will be able to compile a scale of wages (salaries) by regulating the activities of several other advantages/benefits in the creation of a system of remuneration for workers.

Evaluation Theory

a. Definition of Evaluation

Evaluation is an obligation when one of the programs/activities has been completed. Through certain evaluations,

it can be identified how the effectiveness of the agenda/activities is carried out based on what is expected with when it has not been in a position to stop or change it.

Evaluation includes research in collecting, analyzing and presenting useful information about the object of the evaluation. Assessing objectively, rationalists are also in accordance with predetermined criteria when the plan can be identified whether the results achieved exceed the targets with the standardization that have been set, the data achieved is based on expectations, or below the set [8].

c. Evaluation Purpose

Evaluation is carried out in realizing one of the objectives based on the object of the evaluation. There are various objectives through evaluation:

1. Measure the impact of the program on the community.
2. Assess whether the program has been implemented according to plan.
3. Measuring whether the implementation of the program is in accordance with the standards.
4. Program evaluation can identify and find which dimensions of the program are working and which are not.
5. Program staff development.
6. Comply with the provisions of the law.
7. Program accreditation.
8. Measuring cost-effectiveness and cost-efficiency.

d. Types of Evaluation

The types of evaluation based on the object are of various types, including [9]:

1. Policy Evaluation

Policies can be meant by general plans in the series of implementation of functions and tasks. Policy evaluation is an assessment of one of the policies that will or has been implemented.

2. Program Evaluation

The program includes activities or activities designed to implement

policies and run for an unlimited time. Program evaluation can be classified into process evaluation, benefit evaluation and result evaluation.

3. Project Evaluation

Project evaluation is an activity or activity carried out within that time period in support of running the program. The implementation of a particular project needs to be evaluated in terms of performance measurement with the usefulness of the project.

4. Material Evaluation

Material evaluation in the implementation of policies, agendas and projects requires a lot of these materials and materials.

5. Evaluation of Human Resources

Evaluation of human resources is carried out in recognizing the development of human resources. Evaluation of human resources can be carried out in an educational institution, government agency, business and non-governmental organization.

Work Competence

a. Definition of Competence

Competence can be defined for the basic criteria that are arranged through skills, knowledge and personal attributes. That is, the core, especially through the system or competency model, is actually a determining tool in predicting the realization of individual work in one of these positions.

According to the Regulation of the Minister of Home Affairs of the Republic of Indonesia No. 2 of 2013 concerning Guidelines for the Development of an Education System with Training on a Competent Base in the Territory of the Ministry of Home Affairs and Regional Governments, in chapter 1 of the general provisions of article 1 no. 9 reveals where standardization of work competence, especially domestic government officers is needed in carrying out tasks with job

requirements in a professional manner in the field of domestic government affairs which is determined by the presence of a minister.

Skills are divided into 4 groups namely [10]:

1. Basic literacy skills are basic skills that everyone must have, such as reading, writing, arithmetic and listening.
2. Technical skills are technical expertise gained through learning in technical fields such as operating computers and other digital devices.
3. Interpersonal skills are the expertise of each person in communicating with each other such as socializing to the community.
4. Problem solving is a person's expertise in solving problems using logic.

Competence is an insightful skill in basic values to reflect on the habit of thinking and acting in a consistent manner. In this case, individual employees always have the best competencies and can work consistently in obtaining optimal performance for their organization [11].

b. Competency Characteristics

There are five characteristics of competence, which are as follows [12]:

- 1) Motives, what are consistently thought or desires that cause action. What drives behavior leads and is chosen towards a particular activity or goal. For example, the achievement motive will motivate people continuously to set quite challenging goals and take responsibility for the work and use feedback to improve.
- 2) Traits, physical characteristics and consistent reactions to situations and information. For example, reaction time, good visibility are competencies for a pilot.
- 3) Self-concept, attitudes, values, or self-image, of people. For example, self-confidence, the belief that he will be effective in various situations, is part of his self-concept.

- 4) Knowledge, which is information that is owned by someone, especially in a specific field. Knowledge is a complex competency. Usually the knowledge test measures the ability to choose the most correct answer, but cannot see whether a person can do the job based on the knowledge he has.
- 5) Skill, the ability to be able to carry out certain physical and mental tasks. For example, a dentist has the ability to fill and remove teeth without damaging the nerves. Or a computer programmer has the ability to organize 50,000 codes in sequential logic.

c. Type of Competence

Based on the criteria used to predict the performance of a job, competencies are divided into two categories, namely:

- 1) Threshold competencies, are the main characteristics that must be possessed by someone in order to carry out their work well, but do not distinguish someone who has high performance with average performance including knowledge or basic skills such as the ability to read. . An example for a salesperson would be product knowledge or the ability to fill out forms.
- 2) Differentiating competencies (different competencies), are factors that distinguish someone who has high performance from low performers. For example, someone who has a motivational orientation is usually concerned with setting goals that exceed what has been set by the organization. For example, the competence of a highly motivated sales person can set much higher goals than the average level of work. The term competence is used in several contexts, with very different meanings.

Research Framework

To get good work competence, it is necessary to evaluate the work competence of officers in the Tri Rukun Village,

Wonosari District, Boalemo Regency with the aim of producing a suitability of the placement/job position of the officers in accordance with their duties and functions. According to the Regulation of the Minister of Home Affairs of the Republic of Indonesia No. 2 of 2013 concerning guidelines for the development of the education system on a competent basis. The evaluation of work competence is carried out by knowing the knowledge related to their work, the skills of village officers in carrying out their main duties as village officers and inseparable from their attitudes or behavior during socializing when carrying out their duties and functions while serving as officers, so that in the future the placement of village officers is in accordance with competence possessed.

RESEARCH METHODS

Types and Approaches of Research

These observations include descriptive observations in qualitative closeness. In this observation, the data obtained are analytical data in the form of narratives, documents which will then be described by describing the data obtained as research results in the form of work competencies of officers in Tri Rukun village without using statistical procedures in it [13].

Qualitative observation means the stage of exploring by understanding the meaning of individual actions with groups, describing social problems and humanitarian issues. The data source used in the observations is the primary data source, which is the data source by directly generating data for data collection. The primary data on the observations were obtained through interview data with the observation informants. The following informants on this observation were the Headman, Village Secretary, Head of Finance, Head of Administration and General Affairs, Head of Welfare Section, Head of Service Section, with Head of Administration.

Data collection techniques used in these observations are observation, in-depth

interviews (indept interviews) and documentation.

1. Observation

The observations used observational data collection techniques, namely by observing directly the activities of the Tri Rukun village officers to obtain data in the form of documentation of the work competence of the officers in the Tri Rukun village.

2. Interview

After the observation was carried out, the next stage was the interview. The interview technique used was to provide several questions related to the work competence of village officers which were documented with anecdotal notes and assisted by a recording device.

3. Documentation

Documentation activities carried out on these observations are such as interviewing data with informants, recording results with documentation during interview activities.

The data analysis technique used is a data analysis technique based on Miles and Hubermant, revealing where the activities in qualitative data analysis are carried out in an interactive way by being carried out continuously until complete, until the data is saturated. Activities in data analysis, namely data reductions, data displays, with conclusions drawings/verifications. with the following steps:

1. Data reduction is summarizing the data by selecting the main subjects contained in the research results to focus on the most important issues looking for themes with patterns related to evaluating the work competence of officers in Tri Rukun village.
2. After the data reduction stage, the next stage is displaying data. Presenting data can be carried out in the form of the shortest description presented in the table.
3. The third step is to draw conclusions by verifying (Conclusions Drawings/Verifications) regarding the

evaluation of the work competence of officers in Tri Rukun village.

RESEARCH RESULT

Knowledge of Village Officers

Knowledge includes a form of assessment that is more important for the officers in Tri Rukun Village. It aims to determine the compatibility of education with the duties of the officers, officers who do not yet have knowledge in accordance with the main tasks and functions in their respective fields, the need for formal education and informants to support the knowledge of the officers, and related to the understanding of the officers in carrying out their duties and responsibilities. In the Tri Rukun village government, the knowledge of the village officers is still not good, this is because the education of the officers is still on average at the high school level and the understanding related to the main tasks and functions of each officer is still lacking.

Skills of Village Officers

In addition to the knowledge aspect, the skill aspect is very much needed because it is related to the skills of the officers in carrying out their main duties and responsibilities, the human relations skills of the village officers, the technical skills of the village officers and the conceptual skills of the village officers in carrying out their respective tupoksi.

In terms of skills, it can be seen that the skills possessed by the officers in the Tri Rukun village government are still low, this is caused by several indicators, including the skills possessed by the village officers in carrying out their duties, the technical skills of the village officers are still lacking in the implementation of their main duties and responsibilities. Human Relations in the tupoksi community service is still not good for some village officers as well as Conceptual Skills which in fact there are still some officers who do not coordinate well with the implementation of their respective tupoksi. Therefore, skill development is very much needed for each village officers which can be done through capacity building

training for village officers so that in the future the skills possessed by village officers can be maximized.

Attitudes of Village Officers in the Implementation of Duties and Functions

In carrying out work at the village office, the attitude of each officer greatly affects the effectiveness of the implementation of the duties and functions of the tri-harm village officers which includes the sympathy of the officers towards the orders of the headman, the work discipline of the village officers, the policies of the headman, and the awareness of the tri-harm village officers in execution of their duties.

Regarding the attitude of the village officers in the implementation of their main duties and functions, it can be seen that this is not good, this is due to the lack of sympathy from the officers towards the orders of the headman, the work discipline of the officers is not maximized, there are several officers who are not socialized in carrying out their main tasks and functions, as well as the awareness of the village officers in carrying out their main duties as village officers. not completely.

DISCUSSION

Knowledge of Village Officers in Carrying Out Main Tasks

Knowledge in this matter is related to the work competencies possessed by each village officers. This has two effects, namely education and the officers' understanding of their work. Knowledge reflects the ability to be able to learn various things to know and appreciate one's work. Therefore, village officers' competence can be developed through education, both formal education and informal education. Individual education has a foundation of insight, theory, logic, general insight and analytical power as well as character development.

Based on observations with interview data carried out by the researcher for some of the Tri Rukun village officers, data

obtained where in the Tri Rukun village government the knowledge possessed by village officers is still not good, this is because their education is on average high school level and although some have college level high but do not have good abilities because it is related to majors that are not in accordance with their work in the village government which causes the work of village officers not to be maximized. Therefore, it is necessary to evaluate the village government regarding the education of village officers with their respective tupoksi so that in the future the officers can work in accordance with ability in the field. So, it is necessary to carry out training to increase the capacity of village officers so that in the future there will be compatibility of education with the positions held by each village officers.

Meanwhile, to support their work, apart from the formal education they have, village officers also attend informal education, some are carried out personally through imitating studies with other villages and updating their main functions through social media, some are taking part in capacity building through government empowerment programs. village per year. By conducting training to increase the capacity of the officers, of course, the knowledge possessed by the officers will increase.

Regarding the understanding of the officers regarding their duties and responsibilities, they cannot be maximized because each individual has its own limitations, there are those who understand administration but do not understand community service, there are those who only understand development but do not understand IT/administration and there are those who understand community service but do not understand administration. So, it can be concluded that the understanding of the officers on the main tasks and functions is very closely related to the success of their respective jobs.

From the results of research related to the Knowledge aspect, it can be concluded that the average officer's education is not in

accordance with the main tasks and functions carried out and the understanding of village officers regarding their main tasks and functions is also not maximized because the education level of village officers is on average high school. Therefore, it is necessary to carry out Informal Education to support the work of village officers by imitating studies in other villages, and even training the capacity of village officers, and it is necessary to evaluate work competencies by the headman on the work of village officers so that in the future the implementation of the main tasks and functions of village officers can be maximized.

This is contrary to Permendagri No. 2 of 2013 concerning guidelines for the development of the education system on a competency basis which states that the standard of Work Competence for Domestic Government Officers, hereinafter abbreviated as SK3APBN, is the formulation of the working strength of the officers that reaches aspects of insight, skills, and expertise as well as behavioral actions needed in carrying out tasks as well as job requirements. in a professional manner in the field of government affairs in the country where the Minister is determined.

The Skills of the Village Officers in Carrying Out the Main Tasks

Skill is strength in the ability to carry out these physical and mental tasks. Regarding these observations, the author focuses on four skills, namely skill development, skilled in community service, technical skill and conceptual skill.

In terms of skills, it can be seen that the skills possessed by the officers in the Tri Rukun village government are still low, this is caused by several indicators, including the skills possessed by the village officers in carrying out their duties, the technical skills of the village officers are still lacking in the implementation of their main functions, skills in community services are still not good for some village officers as well as

Conceptual Skills which in fact there are still some officers who do not coordinate well with the implementation of their respective tupoksi.

Skills development is something that is very much needed as village officers, in order to be able to develop the capabilities of village officers in carrying out their respective tupoksi. This can be done through training to increase the capacity of the officers contained in the Tri Rukun village government program. Technical skills are abilities that include insight into procedures, stages, procedures, with techniques in carrying out a particular activity, with strength in using equipment relevant to certain activities. In accordance with the observation data, it shows that based on the main tasks and functions, according to the results of interviews with headmans and village officers, it can be identified where on average village officers do not understand technical skills, one of which is that there are officers who cannot operate computers. their lack of insight into village government and lack of training on technical skills of village officers. This is evidenced by the existence of local village technical assistants who assist in every technical implementation in the village and the recruitment of village operators so that they can assist the village in implementing village fund programs and village government administration.

Furthermore, related to technical skills that must be possessed, village officers also always master skills with human relationships because these skills are skills in developing harmonious relationships with all members or institutions within an organization. These skills are demonstrated in the way village officers relate to their leaders and their co-workers or the community.

Being skilled in community service is more important as a basis for insight for village officers because in general humans are social creatures who need one another more. The achievement of an organization also depends on the level of cooperation with

the presence of village officers based on human relations. In accordance with the results of interviews with some of the Tri Rukun village officers, Wonosari District, Boalemo Regency, it can be concluded that village officers do not fully have knowledge in community service skills. This is evidenced in the interview data by revealing where village officers in community services have not been maximized because they still lack skills in dealing directly with the community.

In addition to technical skills and skills in community service, village officers must also master conceptual skills in order to support work. Conceptual skills are mental strength in coordinating by integrating all needs with organizational activities. In accordance with the results of observations, it is shown that based on their main duties and functions, according to the data from interviews with village officers, it can be identified where on average village officers are able to carry out conceptual skills. Because according to most village officers, coordination is very important because it greatly influences the performance produced and maintains government transparency. However, there is one officer who is lacking in these skills, this is because according to one of the officers the skills are not that important in terms of their main duties and functions, he thinks that their main tasks and duties do not always have to be coordinated while these tasks can be carried out.

From the results of research related to aspects of skills possessed by village officers, on average, village officers do not have good skills in carrying out their respective duties and functions, both in technical skills, human relations skills and conceptual skills. Therefore, it is necessary to evaluate work competence by the village government against village officers so that in the future it can be a reference to be able to provide some kind of training to each officers related to their respective main tasks. This is in line with the results of

research from.

Assessing the Attitude of Village Officers in Implementing Main Tasks

In evaluating the work competence of the Tri Rukun village officers, apart from the knowledge and skills of the village officers, another thing that is always considered is the behavior and work actions of the village officers. When village officers show the best actions in their work, of course the work that is their main task will be carried out well too. In an organization it is very necessary to support the success of the organization. In these observations the impacts that affect the actions of village officers in their work include sympathy, discipline and awareness.

Regarding the attitude of the village officers in the implementation of their main duties and functions, it can be seen that this is not good, this is due to the lack of sympathy from the officers towards the headman's orders, the work discipline of the officers has not been maximized, there are several officers who are not socialized in carrying out their main tasks and functions, as well as the awareness of village officers in carrying out their main duties as village officers. not completely.

The sympathy of village officers is closely related to the implementation of work at the village office, sympathy is an emotional formation through humans with these emotions being more needed in social life. When socializing, sympathy actions are needed in ensuring cooperation and responding to orders from superiors in carrying out work. The sympathy attitude of village officers differed to the headman's orders.

In accordance with the observation data, it shows that there is a comparison of the sympathy attitude possessed by each Tri Rukun village officers, most village officers have responded well to the headman's orders, but there are some village officers who have not responded well to the headman's orders. this is caused by several factors, including the village officers objecting, if it is not his

job it does not have to be carried out but given to those in charge, while the headman of course will at any time give tasks outside the main duties of the village officers. This is supported by a statement from informant SW as Head of Government Section who said that "In my opinion, if it is outside the main task force, I cannot carry out the order, but I will convey it to the person concerned".

In addition to the sympathy of village officers, discipline is also something that is very much needed in the village government because it can affect the work of village officers. Discipline is a condition when an individual obeys and carries out the provisions of the rules, regulations and rules that are implemented consciously without coercion from others. In the Tri Rukun village government, regarding the time discipline of village officers in terms of office hours and hours of leaving the office, it is still not optimal in its application, village officers on average also come back to the office not on time, because on average, Tri Rukun village officers are housewives. and Farmers.

Therefore, village officers can only adjust on picket days even if during picket there are personal activities outside of work as fellow officers coordinate with each other so that they can be replaced. And regarding the presence of village officers, they were also inconsistent and did not even state the reasons for their absence. However, the headman is very tolerant of the time discipline of the officers. The headman only urges fellow village officers to only need to coordinate so that the village office is not empty every day and the main tasks and functions can be carried out according to the target and community services can be carried out properly.

In the implementation of the duties of the village officers, the leadership of the headman also greatly influences the attitude of the officers in the implementation of their main functions. According to the results of the interviews, some of the headman leadership officers were good and

authoritative, but unlike other officers, they considered the leadership of the headman to be poor. This is where the headman needs attention so that later he can improve his leadership in the future so that he becomes a role model for his officers.

In addition to the leadership of the headman, the policies made by the headman also greatly affect the attitude of the officers in carrying out their main tasks, because if the headman's policies are not in accordance with the conditions experienced by the village, there will be discomfort for the officers at work. made by the headman is good enough. In carrying out the duties and functions, the awareness of the officers in carrying out their work must also be increased because it affects the maximum results of the work of the officers. Awareness can be defined to understand and know the individual about himself and his situation.

Through the data from the author's observations in the village government of Tri Rukun, village officers in carrying out their main tasks and duties are generally aware of the main tasks and functions in their field. However, there were some officers whose level of self-awareness is low.

CONCLUSION

In accordance with the observational data, the formulation of the research problem can draw the following conclusions:

1. The work competence of the officers in the Tri Rukun village related to the knowledge possessed by the village officers was still not good, this was due to the education of the officers who were still on average at the high school level and the understanding related to the main tasks and functions of each officers were still lacking.
2. In terms of skills, village officers still had low skills, it caused by several indicators, including the skills possessed by village officers in carrying out their duties were still not good, for example there were some officers who were not skilled in operating computers and were not skilled

yet in socializing with many people. Regarding Technical Skills, there were planning officers who were not yet skilled in making Village Development Budget Plans. And Skills in Community Service were still not good, as well as Conceptual Skills which in fact there were still some officers who do not coordinate well in carrying out their main tasks.

3. In terms of the attitude of village officers in carrying out their main duties and functions, it could be concluded that they were still not good, it caused by a lack of sympathy from the officers towards the orders of the headman, for example there were some officers who were indifferent to the orders of the headman. The work discipline of the officers had not been maximized, there were several officers who were not socialized in the implementation of their main duties and functions, and the awareness of village officers in the implementation of their main functions was not complete yet.

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