

# EFFECTIVENESS OF COMPETENCY AND POTENTIAL ASSESSMENT SERVICES FOR ASN IN THE TECHNICAL IMPLEMENTATION UNIT OF THE CENTER FOR EMPLOYEE ASSESSMENT

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## Abstract

This study aims to analyze the effectiveness of competency and potential assessment services for Civil Servants (ASN) at the Technical Implementation Unit of the Employee Assessment Center (UPT PPP) of the East Java Provincial Civil Service Agency. Competency assessment is a strategic instrument in ASN talent management that requires optimal service quality to support career development and bureaucratic professionalism. This study uses a descriptive qualitative approach with data collection techniques through observation, in-depth interviews with assessment participants, and questionnaires. Data analysis refers to the five dimensions of service quality according to Parasuraman, including Tangible (Physical Evidence), Reliability, Responsiveness, Assurance, and Empathy. The results of the study show that the services of the PPP Technical Implementation Unit are generally considered good, especially in terms of the professionalism of the assessors, the friendliness of the team, and the adequacy of physical facilities. However, the effectiveness of services still needs to be improved through the strengthening of an early information system, improvements in technological infrastructure, improvements in facilities and infrastructure such as adjustable chairs and internet stability, and transparency in the assessment process. This study provides recommendations to strengthen schedule management and dissemination of the assessment system so that services can be more effective and contribute optimally to the development of ASN competencies.

**Keywords:** Service Effectiveness, Competency and Potential Assessment, Service Quality

## A. INTRODUCTION

Service is an action taken to fulfill the basic needs and rights of every citizen, whether in the form of products, services, or administrative support. The public will be satisfied with good service. Providing excellent service will also enhance the organization's reputation in the eyes of the public. Everything a company does will be viewed positively if it has a good organizational image (Hendrayady et al., 2023). Various elements, such as human resources, awareness, regulations, organization, skills and abilities, service facilities, and customer experience, can influence service quality. Furthermore, both internal and external variables play a crucial role in ensuring each user receives high-quality service (Baruna & Vol, 2020). Competency and Potential Assessment is one of the internal services offered with the aim of improving employee performance. To consistently improve the performance of each Civil Servant (PNS) in accordance with organizational demands and strategic objectives, this assessment aims to determine the skills and development potential of each civil servant.

An effort to improve the effectiveness and efficiency of public services is civil servant performance management. A competency-based evaluation system is one strategy increasingly used in civil servant performance management. This system emphasizes developing the competencies necessary to achieve desired goals, in addition to evaluating performance based on results (Ananda et al., 2025). A competency-based assessment system, a performance management method, evaluates individual performance using predetermined competency criteria. The information, abilities, attitudes, and behaviors required to effectively perform a specific role or job are collectively referred to as competencies. This method emphasizes measuring both individual actions and the methods they use (Sandra & Rozi, 2024).

A key component in implementing professional public service management is competency and potential assessment, in which each individual is objectively and quantitatively assessed based on their skills, performance, and growth potential (Cahyarini, 2021). Given that civil servants have varying levels of competency depending on their role and field of work, this evaluation is crucial because competent human resources are key to organizational success. Personnel with high integrity, especially qualified assessors and psychologists, are needed to ensure that assessments are conducted transparently and professionally (Amirudin & Rozie, 2025). Competence, motivation, and the opportunities offered by the organization significantly impact individual performance. Therefore, government agencies can map individual capabilities and assign them according to their capacities through systematic and regular testing (Hirayasasti, 2025). Competency assessments serve not only as an evaluation tool but also as a strategic instrument for job promotions, career development, and rotations or transfers, supporting the creation of a professional bureaucracy capable of providing the best service to the public (Harapansultra et al., 2024).

Human resource development is a crucial component in improving bureaucratic standards, in line with the importance of competency evaluation. Through several initiatives, including training, education, and potential assessments, the government continues to encourage the competency development of civil servants. This competency development must be evaluated by the relevant authorities and serves as the basis for career advancement and job placement (Negara, 2025). This effort aligns with the mandate of Law Number 5 of 2014 concerning the State Civil Apparatus, which emphasizes that ASN is a profession consisting of Government Employees with Work Agreements (PPPK) and Civil Servants (PNS) working in government agencies, with competency development as a right and obligation to meet job standards (Kepegawaian et al., 2019). The Employee Assessment Center Technical Implementation Unit (UPT PPP) is tasked with conducting professional, impartial, and measurable employee assessments in the implementation of professional competency assessments. The UPT PPP helps government agencies gain a comprehensive understanding of employee skills, characteristics, and development potential through these assessments. This information can be used as a basis for career planning, job promotions, and civil servant competency development (Makharip, 2021).

Regional apparatus in East Java are served by the Technical Implementation Unit of the Civil Servant Assessment Center (UPT PPP) of the East Java Provincial Civil Service Agency. The UPT PPP implements methods and procedures that align with national standards established by the State Civil Service Agency (BKN), with the assistance of qualified and certified assessors. This enables the East Java Regional Civil Service Agency to independently complete Civil Servant (PNS) assessment procedures while still complying with BKN rules, regulations, and oversight. The services provided by the UPT PPP encompass various types of assessments, such as capability mapping for Civil Servants

(PNS), open selection for positions, fit and proper tests, competency tests for PNS transfer selection, managerial and socio-cultural competency assessments, and competency tests for job transfers.

As an Assessment Center and provider of comprehensive competency assessment services, the UPT PPP plays a crucial and important role. The quality of the services offered, including professionalism, objectivity, friendliness, and accessibility for ASN as service users, is crucial to the effectiveness of the assessment tools used by the UPT PPP. To ensure that the collected competency data is well-received and optimally applied in career management and ASN competency development, ASN will feel valued if they receive effective and high-quality services. The successful implementation of ASN competency and potential assessment services at the Employee Assessment Center Technical Implementation Unit must be thoroughly analyzed and measured. The research results are expected to provide useful input and constructive feedback for the UPT PPP in order to improve service quality and strengthen the position of the East Java Provincial BKD as an institution capable of realizing accountable and professional ASN talent management.

## **B. LITERATURE REVIEW**

### **Service Quality / SERVQUAL**

Service quality refers to the level of service excellence perceived by users as a result of comparing expectations before receiving the service and perceptions after the service is delivered. Parasuraman et al. view service quality as a multidimensional construct that assesses the extent to which service providers are able to provide consistent, reliable, and user-oriented services. In the context of public services, service quality is not only related to administrative output, but also the experience of service users throughout the process. The SERVQUAL model emphasizes that service quality is perceived through direct interactions between officers, systems, and supporting facilities. Therefore, SERVQUAL is widely used to evaluate the effectiveness of internal government organization services, including ASN competency assessment services (Parasuraman et al., 1988; Zeithaml et al., 2018). Indicators:

- Tangible
- Reliability
- Responsiveness
- Assurance
- Empathy

### **Effectiveness of Public Services**

The effectiveness of public services refers to the level of success of a public organization in achieving its established service objectives according to user needs. Effectiveness is not only measured by the delivery of services, but also by the extent to which those services provide tangible benefits and are perceived by service recipients. In public administration, service effectiveness is closely related to the alignment between procedures, results, and user satisfaction. Services are considered effective if the process runs smoothly, the results are clear, and they support policy and organizational goals. Therefore, service effectiveness is an important indicator in assessing the performance of public service units, including civil servant competency assessment institutions (Steers, 1977; Dwiyanto, 2018). Indicators:

- Clarity of service objectives
- Timeliness of implementation
- Compliance with service procedures
- Service benefits for users
- Level of user satisfaction

### **Talent Management and ASN Competency Assessment**

Talent management is a strategic approach to human resource management that focuses on identifying, developing, and utilizing individuals based on their competencies and potential. In the public sector, assessing the competency and potential of civil servants (ASN) serves as a primary tool to ensure employee placement aligns with the organization's capacity and needs. Competency assessments assess not only technical abilities but also managerial and socio-cultural aspects that support bureaucratic performance. An objective and professional assessment process is a prerequisite for a credible talent management system. Therefore, the quality of service in implementing competency assessments is crucial for the legitimacy and success of ASN talent management (Spencer & Spencer, 1993; BKN, 2023).

Indicators:

- Technical competency
- Managerial competency
- Socio-cultural competency
- Objectivity of the assessment process
- Utilization of assessment results for career development

### **C. RESEARCH METHODOLOGY**

This study uses a Descriptive Qualitative approach. According to Creswell, this method focuses on an in-depth understanding of a phenomenon by collecting qualitative data through observation, interviews, and document analysis. The purpose of this research methodology is to describe or illustrate naturally occurring events without changing or modifying the factors being studied (Hasan et al., 2025). The purpose of this study is to describe in detail the extent to which the competency assessment services provided by the Technical Implementation Unit of the Employee Assessment Center function well for civil servants. The authors of this study collected materials from primary and secondary data. Primary data in the study used direct observations by the researcher on the implementation of competency and potential assessments. Meanwhile, secondary data in the form of interview results and evaluations of assessment participants collected by the UPT PPP regarding the implementation of the 2025 Competency and Potential Assessment were used as information and interpreted descriptively to enrich observations (Priyana et al., 2024). This research was conducted at the Technical Implementation Unit of the Employee Assessment Center of East Java Province. The data analysis technique uses a model developed by Miles and Huberman, which includes three main stages: data reduction, data presentation, and drawing conclusions (Content, 2025). This data will later be used to analyze what factors drive the improvement of the service quality of the Employee Assessment Center Technical Implementation Unit through the implementation of Competency and Potential Assessments, by referring to the five main dimensions of service quality according to Parasuraman which are indicators for measuring service quality, including 1) Physical evidence (tangible); 2) Reliability; 3) Responsiveness; 4) Assurance; 5) Empathy (Article, 2021).

### **D. RESULT AND DISCUSSION**

This analysis discusses the effectiveness of the competency and potential assessment services for ASN conducted by the Technical Implementation Unit of the Employee Assessment Center at the Regional Civil Service Agency of East Java Province by providing direct services to ASN who wish to take the assessment test, with a focus on factors that improve the quality of service at the Technical Implementation Unit of the Employee Assessment Center based on 5 established indicators. The following is a description of the interviews with assessment participants collected by the UPT Employee Assessment Center in 2025.

Table 1. Results of Interviews with Assessment Participants by the Technical Implementation Unit of the 2025 Employee Assessment Center.

CATEGORY	INTERVIEW FINDINGS
Positive Opinion	<ul style="list-style-type: none"> <li>Competency assessments and tests are considered good, professional and systematic. Fasilitas memadai, panitia ramah, serta kegiatan bermanfaat bagi pengembangan kompetensi</li> </ul>
Hopes and Expectations	<ul style="list-style-type: none"> <li>Representative and easily accessible examination rooms</li> <li>Sudden announcements affect participants' readiness</li> <li>Assessments are expected to be used effectively for career mapping and development</li> </ul>
Improvement Input	<ul style="list-style-type: none"> <li>Infrastructure needs to be improved (adjustable chairs, complete and separate toilets, stable internet).</li> <li>Improved test book quality, CBT computers, and additional waiting rooms are needed.</li> </ul>
Development Suggestions	<ul style="list-style-type: none"> <li>Participants must not bring cell phones into the test room.</li> <li>Assessment information, distance to the test location, and breaks between sessions are needed.</li> <li>Test results should be in the form of a certificate. Questions can be reduced by increasing the weighting. Outlines and tryouts are needed.</li> </ul>
Priority Aspects	<ul style="list-style-type: none"> <li>Invitations should be given directly to participants.</li> <li>Changes in grades must be explained by the organizer.</li> <li>Assessment schedules should avoid conflicts with other activities.</li> </ul>

Source: Processed by Researchers, 2025

Table 1 shows the results of interviews with assessment participants, describing their perceptions, experiences, and input regarding the implementation of the Competency and Potential Assessment at the Employee Assessment Center (UPT). These findings provide the initial basis for understanding the quality of service delivery from the participants' perspective. Furthermore, Table 2 presents a summary of the evaluation results, which assess technical aspects of the service in a more measurable manner. Both tables provide a comprehensive overview of service effectiveness, which is then analyzed to comprehensively assess the quality of the assessment service and identify factors that need to be improved or maintained.

Table 2. Summary of Evaluation Results of the Implementation of the 2025 Employee Assessment Center Competency Assessment UPT

ASPECTS ASSESSED	SUMMARY OF FINDINGS	INTERPRETATION
Delivery Activity Information	of Participants reported receiving information regarding the implementation of the activity with varying degrees of clarity. Most	The information system needs to be strengthened with early socialization to provide sufficient

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	participants felt the information was sufficient, but some suggested the need for earlier information.	preparation time for participants.
Clarity of Implementation Instructions	The instructions for the implementation of the activity were understandable to the majority of participants. However, there was variation in the level of ease of understanding, with some participants requiring additional explanations regarding the technical stages.	There is a need for standardization of instruction delivery and the provision of more detailed guidance to ensure all participants fully understand the procedures.
Assessor Competence	The assessors were deemed competent in conducting the assessment. Participants appreciated the assessors' professionalism and ability to provide guidance.	The assessor competency has met good standards and is a key strength in the assessment process. The professionalism demonstrated by the assessors positively contributes to the credibility and validity of the competency assessment process at the UPT PPP.
Assistance During Problems	The majority of participants felt helped when they encountered technical or procedural issues during the implementation. The support team was responsive in addressing emerging issues.	The team's responsiveness in addressing challenges is good and should be maintained as a key service strength.
Team Friendliness and Alertness	Participants highly appreciated the support team's friendly attitude and responsiveness. The service provided created a comfortable atmosphere and reduced participant anxiety.	The team's friendliness and alertness are key strengths that must be continuously maintained and become service standards.
Adequacy of Facilities and Infrastructure	The available facilities and infrastructure were deemed adequate to support the implementation of the activity. However, several participants provided feedback regarding improvements in the comfort and completeness of the facilities.	Basic facilities are well-established, but comfort needs to be improved, such as more ergonomic chairs and more complete restroom facilities.
Cleanliness and Comfort	The cleanliness and comfort of the activity venue were generally well maintained. The implementation environment was deemed conducive to the competency assessment process.	Cleanliness and comfort are good, but consistent maintenance is needed in all rooms to ensure a uniform experience for all participants.
Supporting Facilities	Supporting facilities such as computers, network connections, and a waiting room were available and	Supporting facilities are adequate, but technological infrastructure needs to be

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supported the smooth strengthened to improve implementation. Some participants efficiency and participant suggested improvements in comfort. technological aspects such as internet network stability.

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Source: Processed by Researchers, 2025

Analysis based on the summary of the evaluation results of the Competency Assessment implementation at the 2025 Employee Assessment Center Technical Implementation Unit (UPT) shows that the quality of assessment services is generally effective. The assessment was conducted through eight main aspects, including activity information, implementation instructions, assessor competency, assistance during obstacles, support team services, infrastructure, cleanliness, and supporting facilities. Overall, the majority of participants assessed the service as quite good, especially in terms of assessor professionalism, team responsiveness, and the cleanliness and comfort of the assessment room. However, several aspects still require strengthening, such as the early delivery of information that needs to be done, consistency of technical instructions, as well as network stability and improvement of supporting facilities. In this case, the effectiveness in improving service quality at the Employee Assessment Center Technical Implementation Unit can be evaluated comprehensively through an analysis of the five indicator dimensions that have been established as benchmarks for service quality. This is in line with the five important aspects for assessing service quality implemented by Parasuraman who identified the following five main dimensions:

### **Tangible**

Tangible refers to all facilities that support the service process, from building condition, environmental cleanliness, completeness of supporting facilities to the availability of information technology that facilitates public access to services. For example, a comfortable building, a clean and air-conditioned waiting room, and facilities for people with disabilities. To ensure optimal service quality, the Technical Implementation Unit of the Employee Assessment Center specifically pays attention to the physical condition of facilities and infrastructure. This aspect aims to identify the extent to which existing facilities support the effectiveness of services for assessment participants. During the implementation of competency and potential assessments for ASN, it was observed that the facilities and infrastructure at the Employee Assessment Center Unit were quite complete according to standards. Participants gave positive assessments, where the examination room was considered comprehensive and the location was easily accessible. Adequate parking facilities are available with CCTV, and the waiting room for assessment participants is equipped with complete facilities such as waiting chairs, air conditioning, usable toilets, and other supporting infrastructure. The cleanliness and comfort of the activity location are generally well maintained, creating a conducive environment for the competency assessment process. However, there are still several shortcomings in the completeness of the facilities and infrastructure of services at the UPT PPP, including the need for chairs that do not adjust to the height of the assessment participants, the need for a more complete separation of toilets for men and women, the stability of the internet network is still weak which hinders participants in taking the test, and the need to improve the computer specifications in the CBT room to meet standards. In addition, there needs to be an additional waiting room before the test begins, and several assessment participants also said that there is no special room for smoking.

### **Reliability**

Reliability is the ability to deliver promised service performance accurately, consistently, and on time. This includes carrying out tasks in accordance with established procedures, ensuring there are no errors, and meeting the promised deadlines when the service is provided. In the implementation of competency and potential assessment services, the reliability of the UPT PPP BKD East Java Province was proven to be very optimal based on confirmation from ASN participants in the assessment. The first quality of reliability observed was the consistency and timeliness of implementation. All stages of the process, from the registration flow to the interview session, were uniformly stated by respondents to have "run well, smoothly, orderly, and on time." This consistency confirms that the UPT PPP is able to uphold the service promises that have been socialized, which is a key indicator of reliability. Instructions for implementing activities were understandable by the majority of participants, indicating that standard procedures have been implemented well. Reliability is also reflected in the minimum number of technical errors, where participants stated there were no significant technical obstacles during the various test sessions, proving that the UPT has succeeded in providing reliable and well-maintained assessment facilities and infrastructure. However, there are aspects that need to be improved regarding the reliability of the information system. Sudden announcements impacted participant readiness, and activity information was received with varying degrees of clarity. Some participants suggested the need for earlier information to allow sufficient preparation time. Furthermore, the assessment schedule sometimes clashed with other activities and the lack of comprehensive socialization of the assessment system were important points for improving reliability in the future.

### **Responsiveness**

Responsiveness is the ability to respond quickly and responsively to user needs. Quality service is characterized by a commitment to assisting customers, timely solutions, and a deep understanding of individual preferences. Responsiveness was evident in the implementation of the Competency and Potential assessment service at the Employee Assessment Center Technical Implementation Unit (UPT PPP) through the implementation team's agility in responding to participant needs and challenges. Based on interviews and evaluations, the UPT PPP demonstrated a strong commitment to following up on every question, doubt, and even technical difficulty experienced by participants during the assessment test. The majority of participants felt helped when experiencing technical or procedural obstacles during the implementation, as the support team was responsive in addressing emerging issues. Participants highly appreciated the support team's friendly attitude and responsiveness, which created a comfortable atmosphere and reduced anxiety. The committee was considered friendly and always ready to provide solutions and clear directions, so that no significant technical obstacles hampered the test. In addition, the UPT PPP also provided effective communication throughout the process, such as repeated directions and on-site assistance. The PPP UPT also strives to improve service quality through evaluation questionnaires filled out by participants to assess performance and ensure systematic follow-up to each participant's needs.

### **Assurance**

Assurance encompasses the service provider's ability, courtesy, and trustworthiness, free from danger, risk, and doubt. Quality service is reflected in a commitment to ethics and morals, as well as the ability and courtesy of employees in building trust among service users. In-depth knowledge of documents, procedures, and administrative methods is key to building trust in officers. Assurance in service delivery at the Employee Assessment Center Technical Implementation Unit (UPT PPP) is one of the main pillars that determines the level of ASN trust in the validity of the competency and potential assessment process. Based on the results of interviews and evaluations of assessment participants, UPT PPP demonstrated a strong

commitment to providing this assurance. Assessors were deemed competent in carrying out assessments, with participants appreciating their professionalism and ability to provide guidance. The assessment was deemed sound, professional, and systematic, and the activities were deemed beneficial for competency development. The team's friendliness and responsiveness created a comfortable atmosphere that reduced participant anxiety, fostering confidence that the assessment process was conducted accurately, objectively, and in accordance with applicable standards. However, several aspects need to be strengthened to increase assurance. Participants expect the assessment to be truly used for career mapping and development, not just a formality. Any changes in assessments need to be transparently explained by the organizers to maintain participant trust. Furthermore, the consistency of the assessor's approach through regular training is needed to ensure a uniform experience for all participants. Participants also hope for comprehensive socialization of the assessment system, the provision of guidelines and practice exams, to provide clearer assurances regarding the assessment process.

### **Empathy**

Empathy encompasses ease in establishing relationships, good communication, personal attention, and an understanding of the needs of service users. Quality service is reflected in a willingness to understand the desires and needs of the community, accompanied by a firm yet attentive attitude of officers in interactions. In the implementation of the Competency and Potential assessment at the Technical Implementation Unit of the Employee Assessment Center (UPT PPP), Empathy is reflected through personal attention, a sincere attitude, and a willingness of officers to understand the conditions of participants. Based on the results of interviews and evaluations, the quality of service provided by the assessment team and committee was considered very high in this dimension. Participants expressed high appreciation for the friendliness and responsiveness of the support team, where the committee was considered friendly and accommodating in providing service. The service provided created a comfortable atmosphere and reduced participant anxiety, even participants felt appreciated and helped a lot when experiencing problems. The team's friendliness and responsiveness are key strengths that must be continuously maintained and become service standards. However, there are several aspects that indicate the need to improve understanding of participant needs. Sudden announcements affect participant readiness, indicating a lack of consideration for the conditions and time requirements of participants. The assessment schedule, which sometimes clashed with other activities, also indicated the need for better coordination to understand participants' situations. Furthermore, considering the distance between test locations and the need for adequate breaks between sessions indicated that participants' comfort and physical condition needed more attention. Several participants also suggested that invitations be sent directly to participants, rather than through a third party, to ensure information was received well and participants felt more valued in the communication process.

### **E. CONCLUSION**

The implementation of ASN competency and potential assessment services at the Central Civil Servant Assessment Technical Implementation Unit (UPT PPP) has generally demonstrated strong commitment and been rated quite well by participants, particularly in the Assurance and Tangible indicators. Assessors were deemed professional and competent, the assessment was deemed systematic and useful, and physical facilities such as the examination room were deemed representative and comfortable. However, service effectiveness could be more optimal if the UPT PPP strengthened information and schedule management, facilities and infrastructure, and transparency and consistency to ensure all participants felt valued and

had clear notification regarding the assessment implementation. The Responsiveness and Empathy indicators demonstrated key strengths through the team's friendliness and alertness, but communication effectiveness needs to be improved in understanding participants' needs regarding preparation time and schedule considerations. In terms of Reliability, implementation went smoothly, but the effectiveness in delivering information still needs to be improved so that announcements are not sudden and participants can prepare themselves well. By strengthening these aspects, especially information systems, technological infrastructure, and transparency of the assessment process, the effectiveness of the implementation of competency and potential assessment services at the UPT Employee Assessment Center has the potential to increase significantly so that the assessment results truly contribute to the development of ASN competency and career management according to the participants' expectations.

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