

The Influence of Education Level and Competence on the Performance of Information and Documentation Management Officials (PPID) Within the Government of Ogan Komering Ulu District

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Abstract

This study aims to determine the effect of education level (X1) and competence (X2) on the performance of Information and Documentation Management Officials (PPID) in Ogan Komering Ulu Regency. Using multiple linear regression, the research involved a population of 49 PPID officers. The findings indicate that both education level (X1) and competence (X2) significantly affect performance, with competence exhibiting a stronger influence (coefficient 0.785) compared to education (coefficient 0.241). Together, these factors explain 58.6% of performance variability, while 41.4% is attributed to other variables. Recommendations include targeted training programs, enhanced recruitment criteria emphasizing competencies, and policies fostering continuous education. This study offers insights for regional governments to optimize PPID performance, ensuring efficient public information management.

Keywords: Education Level, Competence, PPID Performance, Regional Government, Public Information Management

1. Introduction

The Public Information Disclosure Law of the Republic of Indonesia (Law No. 14 of 2008) highlights the essential role of Information and Documentation Management Officials (PPID) in promoting transparency and accountability within government institutions. PPID officers are responsible for collecting, documenting, storing, maintaining, providing, distributing, and serving public information and documentation. These officers operate under both the Ministry of Home Affairs and local government bodies, organized into two categories: Main PPID and Implementing PPID. By centralizing these functions, the Information and Documentation Management Officials (PPID) system facilitates a streamlined, one-door service approach, simplifying public access to information and enhancing the efficiency of information management within Regional Apparatus Organizations (Li *et al.*, 2022; Li, 2018).

In Ogan Komering Ulu Regency, the operational framework of PPID is governed by the Decree of the Regent (Number 3 of 2022) on Guidelines for the Management of Information and Documentation Services. This framework delineates the hierarchy and roles within the PPID structure. The Trustees, comprising the Regent and Deputy Regent, oversee the system, while the Director, represented by the Regional Secretary, supervises overall operations. Echelon II officials form the Board of Consideration, and Echelon III

officials, including the leaders of Regional Apparatus Organizations, manage information and public relations at the municipal level. The Main PPID is led by Echelon III officials from the Komunikasi dan Informatika Office, whereas the Implementing PPID is managed by officials responsible for information and documentation within individual Regional Apparatus Organizations. Despite the structured framework, challenges persist in achieving optimal PPID performance. Preliminary observations indicate subpar service delivery among the 49 PPID officers in the regency. Such inefficiencies necessitate a closer examination of underlying factors influencing performance.

This study explores the interplay between education level and competence as determinants of PPID performance. These variables were selected due to their direct impact on the execution of tasks and decision-making processes within public service roles. Furthermore, socio-economic and organizational factors, such as culture and resource availability, may indirectly shape performance outcomes, warranting additional investigation. By focusing on education and competence, this research aims to provide actionable insights into enhancing the effectiveness of PPID officers in Ogan Komering Ulu Regency.

2. Theoretical Foundation

2.1 Level of Education

Education equips individuals with essential knowledge and skills, fostering productivity and innovation. Human Capital Theory emphasizes education as an investment that enhances intellectual growth and problem-solving abilities, crucial for professional roles. Education level as cumulative learning from formal schooling, shaping critical thinking and adaptability (Mamuli, 2020). Santmajor et al. (2022); Dulaimi *et al.* (2022), links higher education to improved organizational performance through innovation and collaboration. This study examines education's role in enhancing PPID performance, providing insights for targeted development programs in Ogan Komering Ulu Regency.

2.2 Competence

Competence refers to the underlying characteristics that enable individuals to perform tasks effectively and achieve desired outcomes (Bhutta et al., 2019; Иванова & Sazhaeva, 2020). Rooted in the Resource-Based View (RBV) framework, competence is recognized as a critical organizational asset that significantly impacts overall performance. Competence as the integration of knowledge, skills, and attitudes essential for job success (Ryan & Deci, 2020). This highlights the importance of equipping employees with the tools necessary to meet organizational objectives. Moreover, the distinction between threshold competencies, which meet basic job requirements, and distinctive competencies, which provide competitive advantages, emphasizes the strategic value of aligning employee capabilities with specific roles to optimize performance and achieve excellence.

2.3 Official Performance

Performance refers to an individual's ability to complete tasks and achieve goals with quality and quantity within a specified timeframe. Good performance is essential for organizational success (Devischa & Mukzam, 2018). Factors influencing performance

include education and experience (Sustermeister, 2015). Higher education levels enhance knowledge, skills, and proficiency, improving work outcomes (Hasibuan, 2017). Similarly, work experience, reflected in years of service and skill mastery, increases an employee's ability to perform effectively (Handoko, 2014).

2.4 Conceptual Framework and Hypothesis

Based on the background and theoretical foundation, the conceptual framework of this research is presented in Figure 1.

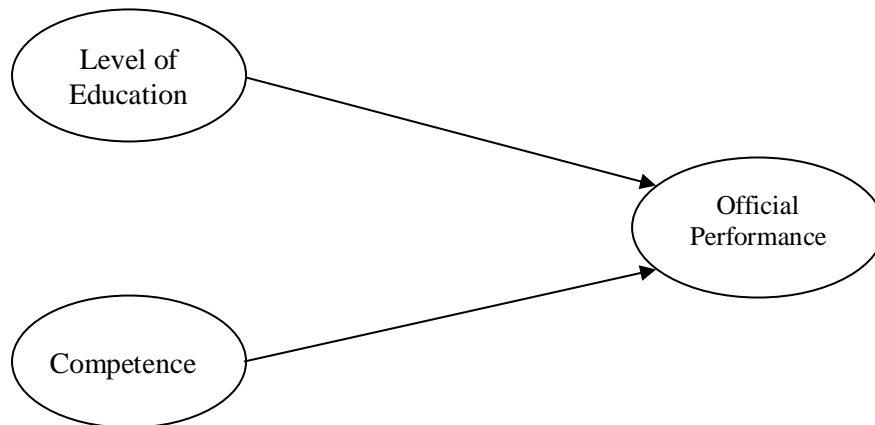


Figure 1. Conceptual Framework

Based on the conceptual framework (Figure 1), the hypotheses of this study are as follows:

- H₁: It is suspected that the level of education has a significant effect on the performance of the Information Documentation and Management Officer (PPID).
- H₂: It is suspected that competence has a significant effect on the performance of the Information Documentation and Management Officer (PPID).
- H₃: It is suspected that the level of education and competence has a significant effect on the performance of the Information Documentation and Management Officer (PPID).

3. Methods

The analysis method used in this research is quantitative descriptive analysis method. According to (Sugiyono, 2022) quantitative methods can be interpreted as research methods based on concrete data and applied in conducting sample and population research, the research data is in the form of numbers that can be calculated with statistical analysis for calculation test tools aimed at testing the hypothesis.

3.1 Population

The population comprises 49 PPID officers in Ogan Komering Ulu Regency. This census approach ensures comprehensive data collection from all eligible participants (Sugiyono, 2022). This research is population research, because if the subject is less than 100, then it is better to take all so that the research is population research.

3.2 Analysis Method

Data were analyzed using SPSS software, employing multiple linear regression to assess variable relationships. Assumptions of normality, multicollinearity, and

heteroscedasticity were tested, confirming model robustness. The Likert-scale questionnaire, validated through pilot testing, provided the primary data.

4. Analysis Results and Discussion

4.1 Instrument Test

4.1.1 Validity

The results of the validity test based on the results of data processing that all indicators of the level of education (X1), competence (X2) and the performance of the Information and Documentation Management Officer (PPID) (Y) have a sig value smaller than 0.05, it can be concluded that each statement item used in this study is valid. This means that each item item in the study can be used as a research instrument.

4.1.2 Reliability

Reliability test, based on the test results, shows that the numbers of Cronbach's alpha values on the variables of the level of education (X1), competence (X2) and the performance of the Information Documentation and Management Officer (PPID) (Y) for each variable are above 0.70. This means that all statement items are reliable and the entire test is consistent because it has strong reliability.

4.2 Classical Assumption Test

4.2.1 Normality

To determine whether or not the data distribution is normal in this study, normality testing and in this study was carried out with the Kolmogorov Smirnov test. In the K-S test, the data is said to be normal if the Sign value > 0.05 . In this study, the asymp sig value (0.2) > 0.05 was obtained so it can be concluded that the data in this study were normally distributed.

4.2.2 Multicollinearity

Multicollinearity is a condition where between two or more independent variables in the regression model there is a perfect or near perfect linear relationship. Based on the results of the calculation of the VIF (Variance Inflation Factor) Coefficient for each variable, namely Education Level (X1) and Competence (X2) of $1.234 < 10$ and the Tolerance value for each variable of Education Level (X1) and Competence (X2) which is $0.810 > 0.10$, it can thus be concluded that there is no multicollinearity in the study. This means that the independent variables in the study are not interconnected.

4.2.3 Heteroscedasticity

In this study to test heteroscedasticity, researchers used the Glacier test with the criteria if the Sig value. > 0.05 indicates that the model is free from symptoms of heteroscedasticity. Based on the regression output between the residuals and each independent variable Education Level (X1) and Competence (X2) shows a significant value > 0.05 , so it can be concluded that the model is free from symptoms of heteroscedasticity.

4.3 Regression Analysis

The analytical tool in this study uses multiple linear regression analysis. The output results of multiple linear regression calculations can be seen in the table as follows:

Table 1
Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.851	5.092		2.131	.038
Education	.241	.115	.221	2.092	.042
Competence	.785	.129	.643	6.102	.000

The regression equation, $Y = 10.851 + 0.241X_1 + 0.785X_2$, reveals: Education level significantly influences performance ($\beta = 0.241$, $p < 0.05$). Competence exerts a stronger impact ($\beta = 0.785$, $p < 0.001$). These findings suggest prioritizing competence in recruitment and training strategies. The unexplained 41.4% of variability points to external influences like organizational culture and resource constraints.

4.4 Discussion

4.4.1 Level of Education and Official Performance

The results of the first hypothesis test, conducted using a partial (t-test), indicate that the level of education has a significant impact on the performance of Information and Documentation Management Officials (PPID) in Ogan Komering Ulu Regency. This conclusion is supported by the significant probability value of 0.042 (< 0.05). The findings align with Osagie & Okafor (2015); Nopitasari *et al.* (2021) theory, which asserts that education serves both as a driver and enhancer of human resource potential, enabling improved work performance. Furthermore, the competence of workers can be developed through education, training, and development programs, ultimately boosting employee performance.

This result is consistent with (Ahmed, 2020) study, which found a positive relationship between education level and employee performance. An increase in education level enhances employees' knowledge, skills, and work proficiency, leading to better job performance. Conversely, a lack of improvement in education negatively impacts performance. Employees with higher education levels demonstrate improved collaboration skills and increased ability to perform effectively, reinforcing the significance of education in enhancing employee performance.

4.4.2 Competency and Official Performance

The second hypothesis test, also using a partial (t-test), reveals that competence significantly influences the performance of PPID officers in Ogan Komering Ulu Regency, with a significant probability value of 0.000 (< 0.05). This finding is consistent with (Roharyani *et al.*, 2022) study, which concluded that education and competence significantly impact employee performance.

These results underscore the critical role of competence in shaping employee performance. Higher competency levels correspond to improved job execution, as employees with adequate skills and knowledge are better equipped to perform their tasks. When job assignments align with an employee's abilities, they tend to work more diligently and maintain discipline, which positively impacts performance. Conversely,

mismatched tasks can lead to reduced seriousness and discipline, ultimately hindering performance (McConnell, 2023).

The stronger influence of competence highlights the importance of competency-based training programs. Recruitment criteria should prioritize role-specific qualifications, while continuous education and training can bridge gaps in theoretical knowledge, ensuring employees remain proficient and adaptable in their roles.

5. Conclusion, Limitations, and Recommendations

Education level and competence significantly influence PPID performance, with competence showing a more substantial impact. These findings align with Human Capital Theory and the Resource-Based View (RBV), emphasizing the strategic importance of integrating educational and competency development with organizational goals. To address these aspects, tailored recommendations are proposed: practitioners should develop training programs focusing on job-specific competencies; educators should align curricula with public service requirements to enhance job readiness; institutions should adopt competency-based recruitment and performance evaluation systems; and policymakers should establish frameworks promoting continuous professional development for public officials. By implementing these strategies, regional governments can improve PPID performance and foster more effective public information management.

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