

INCREASING CIVIL SERVANT'S COMPETENCIES IN RIAU PROVINCE THROUGH COGNITIVE FLEXIBILITY TOWARDS WORLD CLASS BUREAUCRACY

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Abstract. Presidential Regulation of Republic Indonesia Number 81, 2010 concerning the Grand Design of Bureaucratic Reform 2010-2025, states that the Civil Servant is the main engine and actor to realize a world class bureaucracy, by prioritizing the principles of integrity, high service culture, professional, public orientation, and having a global outlook. The problem faced by Riau Province at this time is that the civil servant professional index is included in the very low category. To realize the world class bureaucracy, civil servants must have different competencies, which are manifested in the form of adaptation to global changes in the industrial revolution 4.0, and one indication is to have cognitive flexibility soft skills. The purpose of this study is to find the effect of cognitive flexibility on the competence of civil servants in planning the Riau Green strategic development program, which is part of the implementation of the sustainable development goals (SDGs) in Riau Province. This study used quantitative methods, through the distribution of questionnaires at the Regional Development Planning Agency in 7 Regencies /Municipalities located in Riau Province, with the number of samples being 148. The number of samples is determined based on the slovin formula, while data processing uses the SEM-PLS program. The results showed that the higher the cognitive flexibility of civil servants, the higher the competence to become a world class Civil Servant at realizing world class bureaucracy.

Keywords: Civil Servant, World Class Bureaucracy, World Class Civil Servant, Cognitive Flexibility, Competencies

1. INTRODUCTION

The 2020-2025 period is the final stage (third phase) of implementing the national bureaucratic reform agenda (Presidential Regulation No. 81 2010). In this third phase, bureaucratic reform is expected to produce a world class bureaucracy. The Civil Servant (called: "ASN") is the main engine and actor for creating a world-class bureaucracy, by promoting the principles of integrity, high service culture, professionalism, public orientation, and global insight (Anggoro 2022; Hasan 2019; Zulyani and Meiwanda 2020). Entering the era of digitalization in the industrial revolution 4.0, ASN is forced to adapt to technological transformation, so that good governance and public service functions can be carried out more efficiently, precisely and quickly (Anggoro 2022; Faedlulloh et al. 2020).

The problem currently faced is that ASN competence in Riau Province is in a very low category (National Civil Service Agency Regional XII Pekanbaru, 2021), so that planning for the Riau Hijau strategic development program, which is part of the implementation of the Sustainable Development Goals (SDGs) program, is not running optimally. The synchronization of the Riau Hijau development planning between the Riau Provincial Government and the District/City Government is only 33%, so the Riau Hijau program will not achieve the expected target. Therefore, in an effort to increase the competency of ASN in Riau Province in the future, especially in facing and adapting to the era of the industrial revolution 4.0 and towards a world class bureaucracy, ASN needs to improve their cognitive flexibility skills.

Cognitive flexibility is an individual's ability to adapt to circumstances (situations). Cognitive flexibility makes individuals aware of the benefits of being flexible and aware of alternative communications to solve a problem in a new situation (Martin & Anderson, 1998). Until now, there has been no research explaining the importance of cognitive flexibility in increasing ASN competence in Riau Province. Therefore, this study aims to examine the effect of increasing cognitive flexibility on increasing ASN competence at the Regional Development Planning Agency (BAPPEDA) in 7 Regencies/Cities in Riau Province. The relationship between latent variables in this study can be seen in Figure 1.

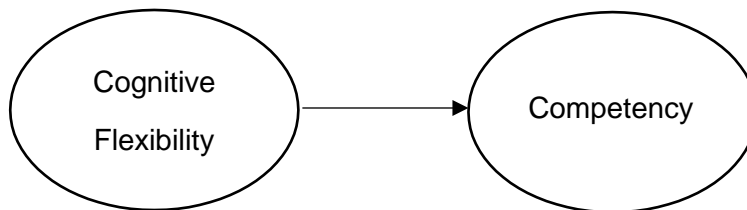


Figure 1
The Effect of Cognitive Flexibility to ASN's Competency

2. LITERATURE REVIEW

2.1 Definition of Cognitive Flexibility

Cognitive flexibility is the adaptability of human cognitive processes to deal with new and unexpected conditions in the environment (Canas et al., 2006). Cognitive flexibility is defined as the ability to switch between thoughts to respond adaptively (Yu & Lee, 2016). Cognitive flexibility plays a role in knowledge acquisition (Spiro, Coulson, Feltovich, & Anderson, 1988), also has a role in knowledge processing. Cognitive flexibility is an ability that is useful for a person in changing behavior, from being unable to adjust or adapt to surrounding conditions naturally (maladaptive), to a response that is acceptable to prevailing social and cultural norms (adaptive) (Dennis and Vander Wal, 2010 in Toraman, 2020).

2.2 Dimension of Cognitive Flexibility

A flexible person always thinks critically. Critical thinking is thinking with full consideration of common sense that is focused on making decisions to believe or do or avoid something. Meanwhile (Martin and Anderson 1998; Cañas et al., 2006; Toraman 2020) revealed that the dimensions of cognitive flexibility are: (1) firmness and (2) comprehension.

The tendency to understand challenging situations in a controlled way, the ability to understand possible alternatives to human circumstances and behaviors that occur in life, the skills to generate a number of solutions to solve challenging situations are dimensions of cognitive flexibility (Dennis, John P., and Jillon S. Vander Wal, 2010).

2.3 Defenition of Competency

For more than three decades, the term competency has been defined by different researchers with different perceptions and perspectives and in different ways. Competency can be defined as the center of knowledge, attitudes, and skills that are very important in producing the main output (McLagan and Suhadolnik 1989). Boyatzis in Hutapea and Nurianna (2008) defines competence as the abilities and skills, knowledge and behavior of individuals to complete the tasks assigned to them.

Competency can be translated as talent needed by individuals associated with superior and effective performance, to improve abilities towards better performance

(Lyle M. Spencer and Spencer 1993; Miyawaki in Mohd Noor, K. B. 2009; Rande 2016).

How are these 3 competencies applied in the world of ASN? The application of these 3 competencies is very difficult to implement considering that the government system in Indonesia is very much dominated by political factors involved in it. (Suharman 2017). The placement of an ASN is no longer based on the right man on the right job, but more on nepotism and/or the leader's like or dislike.

2.4 Dimension of Competency

Competency dimensions and indicators according to (Sedarmayanti 2017b) consist of knowledge (qualifications), skills (competency) and behavior (integrity) which are used to improve performance. Komara (2019) states that competency is a factor that can increase work effectiveness which has 5 characteristics, namely the ability to carry out tasks (skills), consistency of will as well as being the cause of an action (motive), consistent character and response (inherited factors), self- image (self-concept) and information in a field (knowledge).

3. RESEARCH METHODS

This research was conducted in March - May 2023, by distributing questionnaires to ASN planners in 7 Regency/City Regional Development Planning Agencies in Riau Province, namely Pekanbaru City, Pelalawan Regency, Indragiri Hilir Regency, Bengkalis Regency, Rokan Hulu Regency, Rokan Regency Downstream and Meranti Islands Regency. The timing of the research coincided with an evaluation of the implementation of the Green Riau development, where this program has been implemented since 2020, but has not run optimally.

The total population in this study were 229 people. To obtain data accuracy, sampling used the Slovin formula, with a total of 148 respondents surveyed. Selection of respondents at the Regional Development Planning Agency, considering that this institution is responsible for planning the development of Riau Hijau.

To obtain quantitative data, fill out the questionnaire using a Likert scale (1 – 5), and data processing uses the Structural Equation Model - Part Least Square (SEM- PLS) 4.0. Data analysis was performed using the Convergent Validity test, Discriminant Validity test, Square Root of Average (AVE) test, reliability test and Model Fit test and Quality Indexes.

4. RESULTS AND DISCUSSION

4.1 Convergent Validity Test

Convergent validity is measuring the validity of reflective indicators as a measure of latent variables which can be seen from the loading factor of each variable indicator. An indicator is said to have good reliability, if the value of the loading factor ≥ 0.70 .

Table 1 Convergent Validity

Variable	Indicator	Loading Factor	Cut Off	Result
Cognitive Flexibility	FK1	0,746	0,7	Valid
	FK2	0,726	0,7	Valid
	FK3	0,736	0,7	Valid
	FK4	0,762	0,7	Valid
	FK5	0,775	0,7	Valid
	FK6	0,759	0,7	Valid
	FK7	0,820	0,7	Valid
	FK8	0,800	0,7	Valid

	FK9	0,827	0,7	Valid
	FK10	0,787	0,7	Valid
	FK11	0,767	0,7	Valid
	FK12	0,747	0,7	Valid
Competency	K1	0,792	0,7	Valid
	K2	0,854	0,7	Valid
	K3	0,696	0,7	Valid
	K4	0,876	0,7	Valid
	K5	0,837	0,7	Valid
	K6	0,715	0,7	Valid
	K7	0,700	0,7	Valid
	K8	0,767	0,7	Valid
	K9	0,768	0,7	Valid

From Table 1 above it can be seen that the indicators for each construct provide a convergent validity value of ≥ 0.70 . This result means that the model has good convergent validity.

4.2 Discriminant Validity Test

Discriminant validity is a measurement of validity by comparing the correlation indicators of a construct with other constructs as measured by cross loading values. If the construct indicator correlation has a higher value than the indicator correlation to other constructs.

Table 2 Convergent Validity

Indicator	Cognitive Flexibility	Competency
FK1	0,746	-0,022
FK2	0,726	-0,131
FK3	0,736	0,149
FK4	0,762	-0,084
FK5	0,775	0,087
FK6	0,759	0,016
FK7	0,820	-0,019
FK8	0,800	0,045
FK9	0,827	0,039
FK10	0,787	-0,055
FK11	0,767	0,109
FK12	0,747	-0,142
K1	-0,230	0,792
K2	-0,087	0,854
K3	0,034	0,696
K4	-0,162	0,876
K5	-0,070	0,837
K6	0,199	0,715
K7	0,192	0,700
K8	0,131	0,767
K9	0,074	0,768

From Table 2 above it can be seen that the loading factor value for each indicator of each latent variable has the largest loading factor value compared to the other latent variable loading values. This means that each latent variable has good discriminant validity.

4.3 Square Root of Average (AVE) Validity Test

Another method for assessing discriminant validity is measurement using the Fornell-Larcker method which is carried out by comparing square roots or AVE with latent vertical correlations. Discriminant validity is said to be good if the square root of AVE along the diagonal line has a greater correlation between one construct and another.

Tabel 3 Square Root of Average (AVE) Validity

Variable	Cognitive Flexibility	Competency
Cognitive Flexibility	0,772	0,551
Competency	0,551	0,781

From Table 3 above it can be seen that the square root value of AVE along the diagonal line has a greater correlation between one construct and another, so it can be concluded that the construct has a good level of validity.

4.4 Reliability Test

The reliability test was carried out by looking at the composite reliability and Cronbach's alpha values of the indicator blocks that measure constructs.

Table 4 Reliability

Variable	Cronbach's Alpha	Composite Reliability
Cognitive Flexibility	0,938	0,946
Competency	0,919	0,933

The table above shows that the Cronbach's alpha value is > 0.6 and the composite reliability is > 0.7 . This proves that all constructs in the estimated model meet the criteria (reliable).

4.5 Model Fit and Quality Indices

Testing the fit and quality indices model is presented in Table 5.

Table 5 Model Fit and Quality Indices

Model Fit and Quality Indices	Index	P-value	Criteria	Result
Average path coefficient (APC)	0,552	$P < 0,001$	$P \leq 0,05$	Accepted
Average R-squared (ARS)	0,305	$P < 0,001$	$P \leq 0,05$	Accepted
Average adjusted R-squared (AARS)	0,300	$P < 0,001$	$P \leq 0,05$	Accepted
Average full collinearity VIF (AFVIF)	1,437	Acceptable if ≤ 5 , Ideally ≤ 3.3		Accepted
Tenenhaus GoF (GoF)	0,428	Small $\geq 0,1$; Medium $\geq 0,25$; Large $\geq 0,36$		Large
Sympson's paradox ratio (SPR)	1,000	$\geq 0,7$		Accepted

Model Fit and Quality Indices	Index	P-value	Criteria	Result
R-squared contribution ratio (RSCR)	1,000	$\geq 0,9$		Accepted
Statistical suppression ratio (SSR)	1,000	$\geq 0,7$		Accepted
Nonlinear bivariate causality direction ratio (NLBCDR)	1,00	$\geq 0,7$		Accepted

From Table 5 above it can be seen that the average path coefficient (APC) is 0.552 with a p-value < 0.001 ; average R-squared (ARS) of 0.305 with p-value < 0.001 and average adjusted R-squared (AARS) of 0.300 with p-value < 0.001 which means that the research model has good fit.

Then the average full collinearity variance inflation factor (AFVIF) value is $1.437 < 3.3$, which means that there is no problem of multicollinearity between indicators and between exogenous variables. Furthermore, the tenenhaus goodness of fit value is $0.428 > 0.36$ which indicates that the predictive power of the model is large or the fit model is very good.

To evaluate the quality indexes, the Symson's paradox ratio (SPR) index is $1.000 > 0.70$ (ideal), the R-squared contribution ratio (RSCR) is $1.000 > 0.90$ (ideal), the statistical suppression ratio (SSR) is $1.000 > 0.70$ (ideal) and nonlinear bivariate causality direction ratio (NLBCDR) of $1.000 > 0.70$ means that the indices have no causality problem in the model.

4.6 Hypothesis Test

The results of hypothesis testing are presented in Table 6.

Tabel 6. Hypothesis Test

Hipotesys	Path Coefficient	P Values	Decision
Cognitive Flexibility -> Competency	0,552	$< 0,000$	Signifikan

The path coefficient value is 0.552 with a p value < 0.000 . Because the coefficient is positive and the p value < 0.000 , it can be interpreted that cognitive flexibility has a positive and significant effect on competency.

CONCLUSION

Based on the analysis, it can be concluded that the higher the level of ASN cognitive flexibility, the higher the level of competence. This is in accordance with the theory expressed by Hay/McBer (1996) that global executives must have cognitive flexibility, which gives them decisive insights to interpret what they see, hear, and learn in broad scanning, to achieve organizational goals. Therefore, to create a world class bureaucracy, an ASN is required to improve cognitive flexibility skills on an ongoing basis, according to changes in the global situation.

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