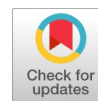# Classical Competency Development Strategy: Closing the Sociocultural Managerial Competency GAP of ASN at the Semarang POM Center

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Abstract: *This study aims to analyze the effectiveness of classical competency development methods in closing the gap between managerial and sociocultural competencies in the State Civil Apparatus (ASN) at the Semarang POM Center. This study uses a sequential explanatory design mix-method with a quantitative approach through a questionnaire to 108 ASNs and qualitative through in-depth interviews with 8 ASNs to analyze the effectiveness of classical competency development. The sampling technique uses stratified random sampling for quantitative and purposive sampling for qualitative, with quantitative data analysis in descriptive statistical tests, paired sample t-tests, and correlation tests. The results of the paired sample t-test showed a significant increase between pre-training and post-training scores (p < 0.001), with the communication and integrity aspects experiencing the greatest improvement. Pearson's correlation test also found a strong positive association between training quality and improving sociocultural managerial skills (r = 0.582). Qualitative results from semi-structured interviews supported the quantitative findings, in which participants reported improved collaboration, decision-making, and change management abilities after training. Triangulation between quantitative and qualitative results shows strong consistency, thus strengthening the validity of the findings. In conclusion, classical training is effective in improving the technical and sociocultural skills of civil servants, which are crucial in public service and change management in a dynamic work environment.*

Keywords: *Sociocultural, Managerial Competency, POM*

Abbreviations:
ASN: State Civil Apparatus

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I. INTRODUCTION

Managerial and sociocultural competencies are two very important aspects of the State Civil Apparatus (ASN) in carrying out their duties and responsibilities in the government environment [1]. In addition to technical competencies related to the specialization of their respective fields, managerial abilities and an understanding of sociocultural values are the keys to improving the effectiveness of ASN performance in facing various existing challenges [2]. In the digital era 4.0, competency development methods have evolved, with increasing interest in online non-classical approaches that are more flexible and in accordance with the preferences of millennials and Generation Z [3]. However, the offline classical method still has relevance, especially in the context of developing managerial and sociocultural competencies [4]. Managerial and sociocultural competencies are the two main pillars that support the effectiveness of the performance of the State Civil Apparatus (ASN) in carrying out their duties and responsibilities [5]. In the context of government, civil servants are required not only to have good technical skills but also to be able to adapt to social and cultural changes and manage human resources effectively [6]. Modern management theory emphasizes the importance of developing these competencies as a basis for creating a responsive and public service-oriented organization [7]. Improving managerial and sociocultural competence can lead to better decisions and facilitate better relationships with society [8].

Sociocultural competence is related to the understanding and ability of civil servants to interact with diverse communities and social environments [9]. ASN needs to have sensitivity to the values, norms, and culture that apply in society to be able to carry out their duties well [10]. This ability is important for building a harmonious relationship between the government and the community, as well as to respond appropriately to the needs and aspirations of the public [11]. Civil servants who understand the social and cultural context around them can create more inclusive and effective programs and policies, thereby increasing public trust in the government [12]. In the context of an increasingly complex and dynamic government, these two competencies complement each other and cannot be separated. For example, in dealing with crisis or disaster situations, civil servants need to apply managerial skills to organize a quick and efficient response, as well as

understand and respect local cultural values so that the actions taken can be accepted by the community. Therefore, the development of managerial and sociocultural competencies must be the main focus in the training program for civil servants.

Although ASN competency development has been the focus of attention in various studies, there is a significant gap related to the application of training methods. Most recent studies highlight online non-classical competency development methods that are increasingly in demand by millennials and Generation Z, without paying sufficient attention to the effectiveness of offline classical methods [13]. In fact, classical methods still have relevance and can have a significant impact in the context of direct learning [14]. This gap indicates the need for further research to understand how classical methods can be optimally utilized in the development of ASN competencies [15]. The real problem faced by ASNs at the Semarang POM Center is the gap in managerial and sociocultural competence that can affect their performance [16]. Many civil servants feel less confident in carrying out tasks that require managerial skills, such as effective communication, leadership, and understanding of organizational culture [17]. In addition, shifts in values and social dynamics in society also require civil servants to have a better understanding of the existing sociocultural context. In this situation, it is important to find the right competency development method to answer the challenge.

Along with technological developments and rapid social changes, competency development methods also need to adapt [18]. Although online non-classical approaches are growing in popularity, offline classical methods that involve direct interaction still have relevance [19]. Through face-to-face training, ASNs can discuss and share experiences with fellow participants, thereby enriching the learning process [20]. In addition, this method also allows for the formation of stronger interpersonal relationships, which are important in the development of managerial and sociocultural competencies [21]. Thus, strengthening the sociocultural managerial competence of civil servants will not only increase the effectiveness of individual performance but also contribute to improving the overall quality of public services [22]. Therefore, it is important for government agencies to design a comprehensive competency development program, integrate these two aspects, and evaluate the effectiveness of the methods used to ensure that ASN is ready to face the challenges of the digital era and ongoing social change [23].

As a solution to this problem, this article offers an analysis of the effectiveness of classical competency development methods in closing the gap in sociocultural managerial competence of ASN. Through a mix-method approach with an explanatory sequential design, this study is able to explore both quantitative and qualitative data to get a comprehensive picture of ASN's experience in participating in classical training [24]. The solutions proposed in this study can provide practical recommendations for the development of training programs in the government environment. The main purpose of this study is to analyze the effectiveness of classical competency development methods in improving the sociocultural managerial competence of civil servants at the Semarang POM Center. By conducting this research, new insights have been found regarding the application of classical methods in the context of ASN training and contributing to the development of more relevant and effective training policies. In addition, this research is also expected to provide guidance for government agencies in formulating competency development strategies that are in accordance with the needs and challenges faced in carrying out public service duties.

II. METHOD

A. Research Design

This study uses a mix-method method with an explanatory sequential design which starts with a quantitative approach to collect numerical data related to the effectiveness of classical competency development methods in ASN, followed by a qualitative approach to deepen the understanding of quantitative results. In this design, the quantitative approach is used as the basis for finding patterns or tendencies, while the qualitative approach is used to further explain the findings from the quantitative data This design was chosen so that the results of the study can provide a more comprehensive picture of the role of classical methods in closing the gap in sociocultural managerial competence of ASN at the Semarang POM Center [25].

B. Research Instruments and Samples

The quantitative sample was taken by stratified random sampling technique as many as 100 ASNs, while the qualitative sample was selected through purposive sampling involving 8 ASNs with significant experience related to classical training. The characteristics of the participants in the study are presented in Table I.

Table-I: The Distribution of Teachers by Gender and Generation Information

	Frequency	Percent	Valid Percent	Cumulative Percent
Gender				
Female	56	60.34	60.34	60.34
Male	52	39.66	39.66	100.00
Generation Information				
Baby Boomers	27	29.16	29.16	29.16
X- Generation	33	35.64	35.64	64.80
Milenial Generation	20	21.60	21.60	86.40
Z- Generation	28	30.24	30.24	100.00
Total	108			100.00

The research instrument for the quantitative approach is in the form of a closed questionnaire with a Likert scale of 1-5 which is designed to measure the perception of ASN related to offline classical training. The questions in the questionnaire cover aspects of sociocultural managerial competencies before and after the training. The Sociocultural Managerial Competency GAP consists of nine competencies obtained from comparing the results of competency mapping with predetermined competency standards. Sociocultural managerial competence is measured using nine aspects, namely integrity, cooperation, communication, result orientation, public service, self-development and others,

change management, decision-making, and national glue which is developed into 27 statement items. All items have been tested for validity with the help of JASP software obtaining a Cronbach's Alpha score of 0.82. With a Cronbach's Alpha value of 0.82, it can be concluded that the managerial and sociocultural competency assessment instruments have good reliability. This value indicates a high degree of internal consistency between items, which means that they correlate positively with each other and measure the same aspects consistently. While for a qualitative approach, semi-structured interview guides are used to explore the experiences, views, and in-depth reflections of ASNs on the effectiveness of classical training.
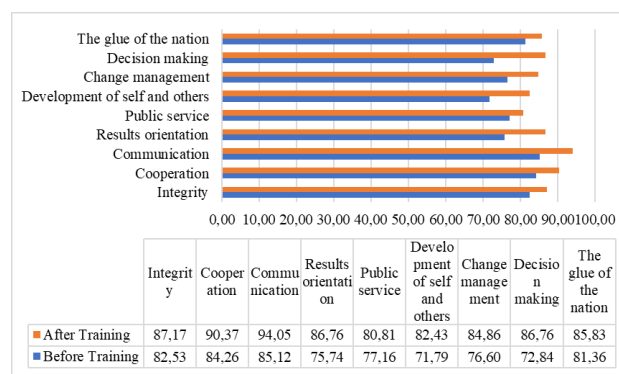
C. Research Procedure

This research was carried out in two main stages. The first stage is the collection of quantitative data through the distribution of questionnaires to 50 civil servants who have participated in classical training at the Semarang POM Center. Respondents were asked to fill out a questionnaire that measured their perception of improving sociocultural managerial competence. After the quantitative data was analyzed, the second stage was carried out with in-depth interviews with 8 civil servants who were selected purposively. Interviews were conducted face-to-face or online, focusing on respondents' first-hand experiences regarding the impact of classical training on their competencies.

D. Data Analysis Techniques

This study uses a mix-method method with an explanatory sequential design. The first stage uses a quantitative approach to collect numerical data related to the effectiveness of classical training in ASN, followed by a qualitative approach to deepen understanding related to quantitative findings. Quantitative data were analyzed using descriptive statistics to describe the characteristics of respondents and their perception of improving sociocultural managerial competence. A normality test was carried out to ensure data distribution, followed by a paired sample t-test to identify differences in competencies before and after training. The Pearson correlation test is used to see the relationship between the aspects of the competencies measured. The results of the instrument's reliability, which showed a Cronbach's Alpha value of 0.82, confirmed that the instrument had good internal consistency. At the qualitative stage, data from semi-structured interviews with 8 ASNs were analyzed using thematic analysis. The interviews were transcribed and coded to identify key themes that emerged, such as training experiences and their impact on ASN competencies. The triangulation process is carried out by comparing the results of qualitative and quantitative analysis, ensuring consistency between the two approaches. The validity of qualitative data is maintained through member checking, while audit trails are used to document the entire analysis process. With this design, the research provides a deeper and more comprehensive understanding of the effectiveness of classical training in closing the gap in managerial and sociocultural competencies of ASN at the Semarang POM Center.

III. RESULTS

The results of this study describe the effectiveness of the classical competency development method in improving the sociocultural managerial competence of the State Civil Apparatus (ASN) at the Semarang POM Center. The results of the quantitative analysis showed a significant increase in the managerial competence of ASNs after participating in the classical training program. Quantitative Results In the first stage, quantitative data was obtained from 108 civil servants who participated in classical training. Descriptive statistics showed that the majority of respondents experienced an increase in their perception of managerial and sociocultural abilities after training.

	Integrity	Cooperation	Communication	Results orientation	Public service	Development of self and others	Change management	Decision making	The glue of the nation
After Training	87,17	90,37	94,05	86,76	80,81	82,43	84,86	86,76	85,83
Before Training	82,53	84,26	85,12	75,74	77,16	71,79	76,60	72,84	81,36

[Fig.1: Analysis of Sociocultural Managerial Skills]

Quantitative results in the first stage, quantitative data were obtained from 108 ASNs who participated in classical training. Descriptive statistics show that the majority of respondents experience an increase in sociocultural managerial skills after training. The results of the quantitative analysis of 108 civil servants who participated in the classical training program showed a significant improvement in their sociocultural managerial competence after the training. Based on descriptive statistical data, the majority of respondents experienced an increase in perception of managerial and sociocultural abilities. One of the aspects that experienced the biggest improvement was communication competence, which rose from 85.12 before training to 94.05 after training. This shows that the training program is very effective in improving ASN's communication skills, which is an important element in creating productive and effective working relationships. In addition, integrity competence also increased from 82.53 to 87.17, showing a strengthening in the ethical commitment and responsibility of ASN after participating in the training. Cooperation, results-oriented, and change management also experienced significant improvements, increasing to 90.37, 86.76, and 84.86, respectively, which showed that the training successfully improved the ability of ASNs to work together, focus on results, and adapt to change.

Other improvements were seen in public service capabilities, which rose from 77.16 to 80.81, as well as decision-making capabilities, which increased significantly from 72.84 to 86.76. This shows that training has a positive impact in increasing the confidence and skills of civil servants in providing better services to the public and in making more effective decisions. In addition,

the increase in the "national glue" indicator from 81.36 to 85.83 reflects that the training also increases the sense of togetherness and the spirit of nationalism in the ASN work environment. Overall, the results of this analysis show that the classical training program is very effective in improving the sociocultural managerial competence of ASN. The increase in competence in various aspects reflects the success of the training in preparing ASNs to face challenges in an increasingly complex and dynamic work environment.

Table-II: Descriptive Statistics

Aspect	Mean	Std. Deviation	Shapiro-Wilk	P-value of Shapiro-Wilk
Integrity	12.380	1.533	0.905	< .001
Cooperation	12.639	1.384	0.911	< .001
Communication	12.769	1.667	0.896	< .001
Results Orientation	11.361	1.882	0.931	< .001
Public Service	11.574	2.392	0.917	< .001
Development of Self and Others	10.769	2.899	0.881	< .001
Change Management	11.491	2.282	0.931	< .001
Decision Making	10.926	2.527	0.931	< .001
The Glue of the Nation	12.204	1.990	0.851	< .001

From the data in Table II, it can be seen that all aspects of the sociocultural managerial competence of ASN show an increase with different averages and relatively small standard deviations, which shows that the variation between trainees is not too large. The Integrity aspect had the highest average (12,380), showing uniformity in improving the integrity of participants. In addition, the Cooperation and Communication aspect also showed a high average score, indicating that the training succeeded in strengthening the collaboration and communication skills of ASN in managing the team and achieving organizational goals. However, the Outcome Orientation (11,361) and Self and Others Development (10,769) aspects had lower mean values, with a high standard deviation in Self-Development, indicating significant variation between participants. This shows that further efforts are still needed to increase the focus on the work results and self-development of ASN. Based on the Shapiro-Wilk test, the data is not normally distributed, so further analysis should use non-parametric methods. Overall, classical training has a positive impact on improving ASN competence, especially in public service, decision-making, and a sense of togetherness, although there are aspects that need improvement. Based on the Shapiro-Wilk normality test, all aspects showed a p-value below 0.001, which means that the data on each aspect was not normally distributed. Thus, non-parametric statistical methods may be more suitable for further analysis, especially if you want to compare results between groups or examine the relationship between aspects.

The analysis of the data distribution was then tested using a normality test. This normality test is important because many parametric statistical tests, such as the paired sample t-test, assume that the data is normally distributed. A commonly used normality test is the Shapiro-Wilk test, where the p-value is used to determine whether the data deviates significantly from the normal distribution. If the p-value is greater than 0.05, then the data is considered normally distributed, which allows the use of the next parametric statistical test, namely the paired sample t-test. Overall, the results of this analysis show that the classical training program has a significant positive impact on improving the sociocultural managerial competence of ASN, especially in terms of public service, decision-making, and strengthening the sense of togetherness among ASN. However, there are some aspects, such as outcome orientation and self-development, that require further attention to ensure more equitable competency improvement in all aspects. The results of the data normality analysis are presented in Table 2.

The analysis of the data distribution was then tested using a normality test. This normality test is important because many parametric statistical tests, such as the paired sample t-test, assume that the data is normally distributed. A commonly used normality test is the Shapiro-Wilk test, where the p-value is used to determine whether the data deviates significantly from the normal distribution. If the p-value is greater than 0.05, then the data is considered normally distributed, which allows the use of the next parametric statistical test, namely the paired sample t-test. The results of the data normality analysis are presented in Table III.

Table-III: Test of Normality (Shapiro-Wilk)

		W	p
Pre-Training	- Post-Training	0.853	0.301

Note. Significant results suggest a deviation from normality.

The normality test results shown in Table 2. using the Shapiro-Wilk test show that the W value for Post Training data is 0.853 with a p-value = 0.301. Since the p-value is greater than 0.05, it indicates that there is no significant deviation from the normal distribution. Thus, the post-training data follows the normal distribution, so that the parametric statistical test paired sample t-test can be used for further analysis. The results of the paired sample t-test are presented in Table IV.

Table-IV: Paired Samples T-Test

Measure 1	Measure 2	t	df	p
Pre-Training	-Post-Training	-11.505	107	< .001

Note. Student's t-test.

The results of the paired sample t-test shown in Table IV. show a value of t = -11,505 with a degree of freedom (df) of 107 and a p-< value of 0.001. This very small p-value indicates that the difference between pre-training and Post-Training is statistically significant. A negative t-value indicates that the average Post-Training score is higher compared to Pre-Training, meaning that there is an improvement in performance or results measured after training. This difference does not occur by chance but can be attributed to the intervention or training carried out. These results support the hypothesis that the training provided has a significant impact in improving the measured outcomes. With the normal distribution of data and significant statistical test results, it can be concluded that the training is effective and successfully achieves the desired goals. Significant improvement after training showed that the material delivered was relevant and the

training methods used were effective in influencing changes in the target variables. This analysis provides strong empirical evidence that training interventions have a positive impact on improved outcomes. Based on the paired sample t-test conducted, there was a significant difference ($p < 0.05$) between the average value of managerial knowledge before and after the training. ASNs report improvements in skills such as planning, organizing, and decision-making, which contribute to increased effectiveness of their performance.

In addition, Pearson's correlation test showed a significant positive relationship between training and sociocultural managerial skills. In addition, the Pearson correlation test showed a significant positive relationship between exercise and sociocultural managerial skills, with values of $r = 0.582$ and $p < 0.001$, which showed that the increase in exercise intensity or quality was closely related to the improvement of sociocultural managerial skills. The results of the Pearson correlation test analysis are presented in Table V.

Table V. Pearson's Correlations

Variable		Training	SMS
1. Training	Pearson's r	—	
	p-value	—	
	Effect size (Fisher's z)	—	
	SE Effect size	—	
2. Sosio-cultural Managerial Skills (SMS)	Pearson's r	0.582	—
	p-value	< .001	—
	Effect size (Fisher's z)	0.665	—
	SE Effect size	0.098	—

Based on the results of the Pearson correlation test shown in Table 3, there is a significant positive relationship between the variables of Training and Sociocultural Managerial Skills (SMS) with Pearson's value of $r = 0.582$ and p value < 0.001. This shows that there is a strong correlation between the training provided and sociocultural managerial skills. In other words, the higher the quality or intensity of the training, the better the sociocultural managerial skills that the participants have. The effect size value uses Fisher's $z = 0.665$, which indicates that this relationship has a significant effect strength, and the SE Effect size of 0.098 indicates a stable estimate for this effect size. This positive relationship shows that the improvement in training is closely related to the improvement of participants' sociocultural managerial skills. With a fairly high correlation, it can be concluded that training has an important role in strengthening sociocultural competencies, such as communication, cooperation, and change management.

In addition, the correlation value between different aspects of competence, such as communication and change management ($r = 0.72$), as well as decision-making and public service ($r = 0.68$), indicates a synergy between competency aspects. Improvements in one aspect, e.g. communication, tend to be followed by improvements in change management, suggesting that these competencies are interrelated and supportive of each other. Overall, these results confirm the importance of training in developing comprehensive managerial skills, where improvement in one aspect of competence does not stand alone but tends to affect the improvement of other aspects. This reinforces the argument that holistic training that includes various aspects of competence is essential for improving managerial sociocultural performance in a professional context.

At the qualitative stage, the results of semi-structured interviews with 8 civil servants were analyzed using the thematic analysis method, which resulted in several main themes. The first theme was the training experience, where participants described the training as a very useful experience, especially in improving managerial and sociocultural competence. The participants felt that the training helped them become more confident in handling more complex and collaborative tasks in the workplace. The second theme that emerged was the impact of training on competencies, where the majority of participants reported significant improvements in aspects such as communication, change management, and decision-making. This training is considered to strengthen their ability to manage teams, make strategic decisions, and face challenges in a dynamic work environment.

In addition, the training also had a positive impact on cooperation and collaboration, with participants feeling an increase in their ability to work together to achieve common goals, especially in the context of public services that require synergy. Another emerging theme was self-development and increased professionalism, where participants felt more motivated to continue to develop themselves and improve their professional performance after training. The triangulation process between qualitative and quantitative outcomes showed consistency, with interview results supporting quantitative findings regarding competency improvement. This qualitatively reported improvement is in line with quantitative results that show a positive correlation between training and improvement of sociocultural managerial skills. The validity of qualitative data is maintained through member checking, ensuring that the interpretation of the interview results is in accordance with the participant's understanding. Additionally, trail audits are used to document the entire analysis process, thus ensuring transparency and traceability of each step of the analysis. This result confirms that training has a significant impact on the development of ASN competencies in various important aspects.

IV. DISCUSSION

The results of this study show that training has a significant impact on improving the managerial and sociocultural competence of ASNs, as evidenced by quantitative and qualitative findings [26]. Significant improvements in communication, change management, and decision-making skills, as demonstrated by the results of the paired sample t-test and Pearson correlation analysis, are in line with previous research that emphasized the importance of training in improving managerial capabilities [27]. Structured training programs effectively improve leaders' ability to manage change and work with teams more efficiently, Competency improvement through training is also supported by the theory of Human Capital, which states that investment in training contributes to improving individual performance and productivity in the workplace [28].

Qualitatively, the findings from the interviews also supported this conclusion, where the trainees reported an increase in confidence and ability to handle more complex tasks after attending the training. These findings are consistent with the results of research from Narenji Thani et al., (2022),[29] which stated that continuous training has a positive impact on employee motivation and self-development, especially in a dynamic and demanding work environment. In addition, the study also found that competencies such as communication and change management have a synergistic relationship, where an improvement in one competency is often followed by an improvement in another [30]. These findings support previous research that underscores the relationship between interdisciplinary competencies in public organizations [31].

Furthermore, the triangulation process carried out between quantitative and qualitative data strengthens the validity of the findings [32]. The positive correlation between training and managerial competencies found through quantitative tests, as well as the improvement of competencies identified through interviews, provides consistent evidence regarding the effectiveness of training [33]. Data validity is also strengthened through the member-checking process and trail audit, which ensures accuracy and transparency in qualitative data analysis. Thus, this study enriches the literature on the influence of training on ASN competencies, as well as makes a significant empirical contribution to human resource development efforts in the public sector, in accordance with previous research which underlines the importance of training for ASN capacity building in carrying out increasingly complex public service tasks [34].

V. CONCLUSION

The conclusion of this study is that the classical competency development method is proven to be effective in improving the sociocultural managerial competence of the State Civil Apparatus (ASN) at the Semarang POM Center. Based on the results of quantitative and qualitative analysis, classical training provides significant improvements in various aspects of competence, including communication, integrity, cooperation, results-oriented, change management, public service, decision-making, and the glue of the nation. Quantitatively, the results of the paired sample t-test showed a significant increase between the pre- and post-training scores ($p < 0.001$), with the most significant improvement in communication and integrity aspects. Pearson's correlation test also showed a strong positive association between training quality and improvement of sociocultural managerial skills ($r = 0.582$).

Qualitative analysis through semi-structured interviews supported quantitative outcomes, where participants reported improvements in competency aspects after training, including in terms of collaboration, decision-making, and change management. The overall results show that this training is relevant and successful in preparing ASNs to face challenges in a dynamic work environment. The triangulation process between quantitative and qualitative results shows strong consistency, reinforcing the validity of the findings of this study. Thus, classical training programs are not only effective in improving technical and managerial skills but also in building essential sociocultural competencies for civil servants, especially in public service and change management.

DECLARATION STATEMENT

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- **Funding Support:** This article has not been funded by any organizations or agencies. This independence ensures that the research is conducted with objectivity and without any external influence.
- **Ethical Approval and Consent to Participate:** The content of this article does not necessitate ethical approval or consent to participate with supporting documentation.
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- **Authors Contributions:** The authorship of this article is contributed equally to all participating individuals.

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