Organizational Capacity Of Educational Office In The Field Of Teachers And Educational Personnel Of West Java Province In The Placement Of Pppk Teachers

Angga Agustian[1], Rita Myrna[2], Nina Karlina[3].
[1] Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Padjadjaran, Jl. Bukit Dago Utara, 25 Bandung, 40135, angga22005@mail.unpad.ac.id
[2] Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Padjadjaran, Jl. Bukit Dago Utara, 25 Bandung, 40135, myrna@unpad.ac.id
[3] Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Padjadjaran, Jl. Bukit Dago Utara, 25 Bandung, 40135, nina.karlina@unpad.ac.id

Corresponding Author: angga22005@mail.unpad.ac.id

Abstract: In 2001, the placement of PPPK teachers who had passed the PPPK selection was carried out in stages. During stages 3 and 4, the GTK division was given the authority to place and relocate PPPK teachers. However, in practice, issues were causing 1,000 out of 3,800 teachers (stage 3) and 1,000 out of 4,850 teachers (stage 4) to be assigned to inappropriate locations. Therefore, adequate organizational capacity is required. Organizational capacity is the ability of an organization to utilize its resources to solve problems and achieve established goals. This research was conducted at the West Java Provincial Education Office to determine the organizational capacity of the West Java Provincial Education Office in the field of Teachers and Education Personnel for placing PPPK teachers. This research uses a qualitative approach with a descriptive research method, employing data collection techniques from observations, documentation, and in-depth interviews with GTK staff who have authority over the placement of PPPK teachers. The results of this research are described based on the components of organizational capacity according to Horton et al. (2003), which consist of human resources, infrastructure, technology, financial resources, strategic leadership, program and process management, and cooperation and relations with other parties. he research results indicate that the organizational capacity in the Department of Education of West Java Province in the Teacher and Education Personnel Division (GTK) does not yet fully meet all five organizational capacity factors by Horton et al. in the placement of PPPK teachers. The unmet capacities include human resources, technology, cooperation, and relations. Meanwhile, the capacities for process and strategic leadership are considered fulfilled. The author concludes that the unmet capacities are due to the limited competence of employees, which affects other capacities.

Keyword: Organizational Capacity; teacher PPPK; Field of Teachers and Education Personnel.

INTRODUCTION

Public administration plays a crucial role in providing responsive public services, particularly in the education sector. One significant aspect is building adequate organizational capacity, which remains a common challenge for organizations tasked with implementing complex educational reforms (Cohen, Moffitt, & Goldin, 2007).

Capacity refers to the ability (problem-solving skills) possessed by individuals, organizations, institutions, and communities, either individually or collectively, to perform functions, solve problems, and set and achieve goals (UNDP, 2004, as cited in Yusuf et al., 2018).

Over the past five years, from 2018 to 2023, issues surrounding the availability of teachers have become increasingly concerning, as efforts to recruit new teachers have not kept pace with the number of retiring teachers and the growing number of students. According to Government Regulation (PP) Number 19 of 2017, which amends Government Regulation Number 74 of 2008 on Teachers, ideally, one teacher in primary, junior high, and senior high schools should be responsible for 20 students (1:20), while in vocational schools (SMK), one teacher should oversee 15 students (1:15). In West Java, the student-to-teacher ratio in public secondary education (Dikmen) has not been met. The following graph illustrates the number of students and ASN (civil servant) teachers in public secondary schools in West Java.

Graph 1.
Number of Students and ASN Teachers in Public Secondary Education in West Java Province
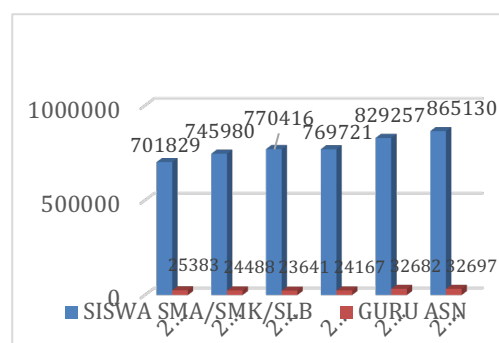
(Source: Dapodik Division, Department of Education, West Java Province, 2024)

In an effort to address the need for more teachers, improve teacher quality, and enhance teacher welfare, the government has been recruiting teachers through the Government Employee with Work Agreement (PPPK) program since 2019. According to data from the Department of Education of West Java Province, the recruitment of PPPK teachers for secondary education (Dikmen) and special education (Dikmensus) levels in West Java has only been conducted twice: in 2019 (Contract for Category II) and 2021. The number of secondary and special education teachers who participated in the PPPK selection process in West Java can be observed in **Graph 2** below.

Graph 2
Number of Secondary and Special Education Teachers Participating in the PPPK Selection in West Java Province
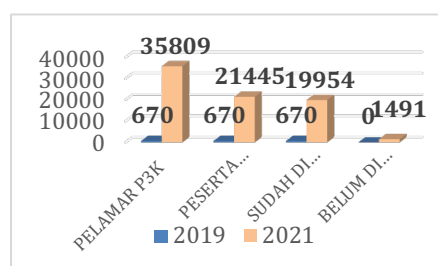
In its implementation, the issuance of PPPK appointment decrees (SK) in 2021 was carried out in stages. This process is closely related to the placement of teachers and the budgeting for PPPK teacher salaries. The issuance was divided into four stages: in 2022, 2023, and as of now, there are still 1,491 teachers who have not been placed or received their PPPK SK.

The stages of PPPK SK issuance and the placement of teachers in secondary and special education levels (Dikmensus) in West Java can be observed in **Graph 3** below.

Graph 3
Stages of PPPK SK Issuance and Teacher Placement for Secondary and Special Education Levels in West Java Province
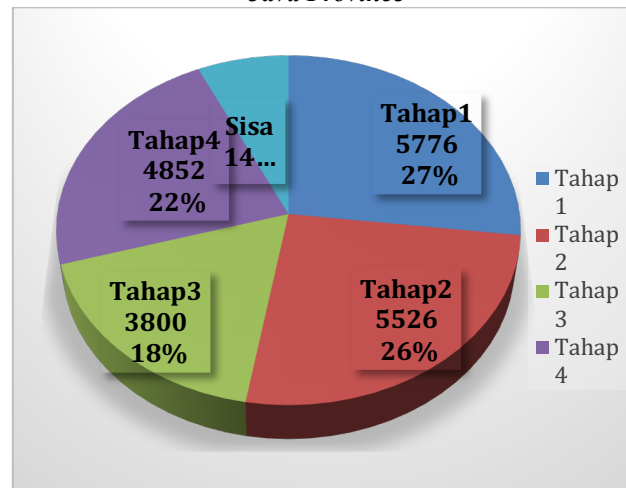
(Source: Dapodik Division, Department of Education, West Java Province, 2024)

In the implementation of fulfilling the need for ASN (Civil Servant) teachers, efforts are required to optimize the relevant departments and utilize personnel with sufficient knowledge and skills in the process, particularly regarding the placement and relocation of PPPK teachers. These efforts are essential to ensure that the placement and relocation of teachers align with the need for PPPK teachers in West Java Province. The Department of Education of West Java Province, as the institution responsible for managing governmental education affairs, carries out teacher placement and relocation activities through its Teachers and Education Personnel Division (GTK). The primary duties of the GTK Division are outlined in the Governor's Decree of West Java Province Number 59 of 2017 concerning Main Duties, Functions, Detailed Tasks, and Organizational Structure of Technical Implementing Units within the Department of Education of West Java Province. These duties include overseeing the management, welfare provision, and career development of teachers and education personnel.

Teacher placement and relocation activities under the GTK Division are conducted by the ASN Teacher Needs Proposal Team. This team is tasked with carrying out technical and operational activities related to the proposal of ASN teacher needs, including preparing the PPPK teacher needs, collecting data on ASN teachers in schools, submitting teacher needs, and implementing teacher placement or relocation.

The Department of Education of West Java Province has been authorized by the Ministry of Education to place or relocate PPPK teachers during stages 3 and 4, based on the circular letter from the Ministry of Education. This is formalized in the Directorate General of Teachers and Education Personnel Circular No. 1199/B/GT.00.08/2023 on the Cancellation of Placement for Priority 1 (P1) Participants in the 2022 ASN-PPPK Teacher Selection. Consequently, the Department issued an official memorandum, No. 4841/KPG.03.01.01/GTK, to assist PPPK teachers requiring relocation of their assigned positions. The GTK Division, as

the relevant unit, was entrusted with the responsibility for PPPK teacher placement and relocation.

Preliminary observations through interviews with several staff members involved in the placement of PPPK teachers in the GTK Division revealed several organizational capacity issues during stages 3 and 4 of PPPK teacher placement: **Human Resources:** The number of staff involved in teacher placement or relocation activities is insufficient. **Technology:** The database used for the PPPK teacher placement process is outdated or inadequate.

Based on data from the Department of Education of West Java Province, issues arose during stage 3 placements in 2022, where 756 out of 3,800 teachers reported dissatisfaction with their assigned schools on their Appointment Statements (SPMT). Similar problems occurred during stage 4 placements in 2023, with 920 out of 4,850 teachers raising concerns about placement inconsistencies, such as assigned schools not matching their preferences during the PPPK test registration process. Additionally, there were cases of schools being overstaffed with PPPK teachers, while others faced shortages.

This situation created instability within the educational system and highlighted the need for effective solutions. At that time, the Department lacked supporting applications for the PPPK teacher placement or relocation process, such as the *Sigesit* application, which provides updated organizational statistics. The absence of such tools resulted in prolonged mapping and placement processes, outdated data, and errors in teacher assignments.

Lack of Coordination and Communication (Networking and Linkages) between the GTK Division and the Ministry of Education regarding the DSO (Organizational Statistics Data) for PPPK teachers. According to one member of the ASN Teacher Needs Proposal Team, in 2021, the Ministry of Education utilized DSO data from 2019, which was executed in 2021 and extended into 2022 and 2023. This reflects a lack of coordination between the Ministry of Education and the GTK Division, where no communication or coordination was carried out to ensure the GTK Division updated the DSO data before the Ministry's data collection. Various studies on organizational capacity have been conducted internationally, such as:
"Nonprofit Capacity Building; Who is Doing What for Whom and to What End?" (Millessen & Bies, 2007), "Impact of Capacity Building Programs on Nonprofits: A Random Assignment Evaluation" (Minzer et al., 2014), "Building Capacity in Nonprofit Human Service Agencies Through Organizational Assessment During the Accreditation" (Willian-Gray, 2016), "Capacity-Building Catalysts: A Qualitative Assessment of Nonprofit Capacity Building by Community Foundations in Illinois" (Bingle, 2019).

These studies primarily focus on developing organizational capacity in service delivery, performance improvement, and governance reform. However, none specifically address the organizational capacity of the West Java Provincial Department of Education's GTK Division in PPPK teacher placement. The aim of this study is to examine the organizational capacity of the West Java Provincial Department of Education's GTK Division in the placement of PPPK teachers.

This research adopts the theory of organizational capacity proposed by Horton et al. (2003). The selection of this theory aligns with its relevance to the research problem. To assess the extent of an organization's capacity, aspects that contribute to its capacity must be explored. Horton identifies two key aspects of organizational capacity that reflect organizational performance:

Resources encompass infrastructure, such as data processing tools (laptops or computers), Wi-Fi, and technology, including websites used for managing PPPK teacher placement data. It also includes financial resources, such as budgets required for the PPPK teacher placement process. Management relates to the process of setting and achieving goals.

This includes the ability of the Head of the Teachers and Education Personnel (GTK) Division of the West Java Provincial Department of Education to establish direction, influence, align, motivate, and commit to achieving shared goals while being accountable for personnel performance. The Head of the GTK Division is expected to assess, interpret, and identify teacher shortages in schools, enabling effective placement of unassigned teachers. Program management directly involves the placement of

PPPK teachers and the management of complaints regarding teacher placement (in collaboration with the Regional Education Offices and GTK Division staff) or target groups (public schools). This refers to managing resources and the PPPK teacher placement process to achieve the targets set by the GTK Division of the West Java Provincial Department of Education. Networking highlights the operations of the West Java Provincial Department of Education within a network of relationships, including the GTK Division, which oversees PPPK teacher placements, Regional Education Offices assisting in administrative tasks, and schools, such as principals, PPPK teachers, and public schools.

The analysis in this study will focus on examining the organizational capacity of the Teachers and Education Personnel (GTK) Division within the West Java Provincial Department of Education in achieving the targets for PPPK teacher placement.

Diagram 4
Conceptual Framework
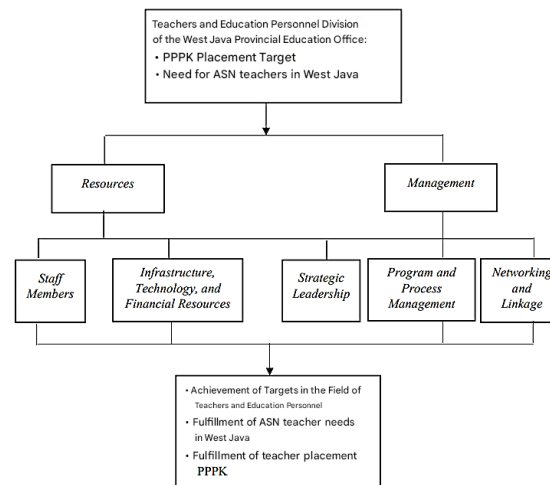
METHOD

The research design used in this study is descriptive research with a qualitative approach. Descriptive research is a method in research activities aimed at providing a systematic description or depiction of certain conditions or facts, so that a solution to a problem can be presented (Rukajat, 2018). This study uses data collection techniques such as interviews, observation, and documentation. The focus of the research represents the boundaries of the study in efforts to collect data and find information, serving as a guide in discussions or analysis to ensure that the research is coordinated and focused within the established boundaries.

In this study, the research focus includes organizational capacity with the following indicators:

1. Human Resources, including the capacity of HR such as quality, quantity, and qualifications, in addressing various challenges/problems in the placement of PPPK teachers.
2. Infrastructure, Technology, and Financial Resources, which refer to the facilities, infrastructure, and finances used to support the smooth process of PPPK teacher placement.
3. Strategic Leadership, including the role of superiors who are responsible for directing the organization through the established vision and mission, collaborating with employees, and being able to communicate and provide the necessary information to realize the proper placement of PPPK teachers.
4. Programs and Process Management, which includes mechanisms that show that employees in the organization can carry out the tasks of managing school and teacher data to achieve the established goal, namely the placement of PPPK teachers. Programs can be seen from the organization's efforts in carrying out its main duties and functions in organizing teacher placement. Meanwhile, process management involves internal

organizational processes that support the established programs. This process management can be seen from problem-solving, monitoring, and evaluation.

Collaboration and Relationships with Other Parties, including the ability of the West Java Provincial Department of Education's Teachers and Education Personnel (GTK) Division to interact or cooperate with other institutions to support the successful placement of PPPK teachers in West Java, particularly with stakeholders and partners.

RESULTS AND DISCUSSION

An organization is a structure established to facilitate cooperation in achieving common goals. In carrying out its primary functions and duties, an organization is influenced by two major components that determine its capacity and success.

The first component is resources, which include human resources, as well as infrastructure, technology, and finances. Adequate resources can support various operational activities within the organization, ensuring smooth processes and optimal productivity.

The second component is management, which encompasses strategic leadership, programs, process management, and relationships and cooperation with external parties. Good leadership will help the organization formulate and implement strategies effectively, develop appropriate programs, and build beneficial relationships with external parties. Both components are crucial in ensuring the organization can meet its goals and responsibilities optimally (Horton, 2003).

Human Resources

Human resources (HR) are seen not only as costs but also as crucial investments for achieving the vision and mission of an organization. The GTK Division has adopted the concept of human capital management in line with the ASN Law, placing ASN as a vital asset for organizational development. In this context, the focus on education, training, and recruitment processes has been implemented to ensure the availability of high-quality human resources.

The quality, qualifications, and quantity of human resources are the driving forces behind the organization. According to Horton (2003), human resources are the main driving factor for organizational activities aimed at achieving the organization's goals.

Table 1.
Human Resource Conditions in the GTK Division Based on Position

1. Position	2. Total
3. Head of the Education Personnel Field	4. 1
5. Education Personnel Needs Analyst	6. 6
7. Competency Development Analyst	8. 3
9. Data Manager	10. 3
11. Education Personnel Competency Improvement Manager	12. 1
13. Certification Manager	14. 1
15. Total	16. 15

(Source: GTK Division, 2024)

Based on the table above, it can be seen that the GTK division has 15 staff members. However, the current workforce is insufficient in terms of quantity to carry out the primary duties and functions of managing the needs of ASN teachers. Out of the 15 staff members, only

3 ASN manage the placement of PPPK teachers, with assistance from 4 Contractual Workers (TKK) due to staff vacancies caused by retirements.

There are several challenges, such as a shortage of staff due to retirees with no immediate replacements, and the presence of TKK workers who are not yet permanent, which limits the long-term development of human resources. To sustain an organization, skilled and motivated human resources/employees are necessary (Strauss and Sayles, as cited in Sahadia et al., 2015). In line with this explanation, the quality of human resources refers to the ability of staff to carry out tasks and responsibilities with the knowledge, education, training, and sufficient experience provided to them (Raymond, 2014). However, in practice, only 2 people participated in the training for PPPK teacher placement, as this training is available only to ASN. Furthermore, each person has their core duties and additional responsibilities in different activities, resulting in overlapping tasks.

Moreover, a merit-based performance evaluation system has been implemented through rewards and punishments, in accordance with Government Regulation No. 30/2019 and West Java Governor Regulation No. 182/2021. This aims to improve accountability and employee motivation, with rewards in the form of work recognition and appropriate punishments for violations. This effort is expected to bring positive changes to ASN management in West Java, supporting professionalism and enhancing the quality of public services within the GTK environment.

Infrastructure, Technology, and Financial Resources

Infrastructure is essential for ensuring the optimization of an organization's performance. Facilities and infrastructure support organizational activities to ensure that they align with their core duties and functions. The quantity of these resources is also necessary to support the productivity and performance of the organization. The infrastructure of the GTK division includes physical assets such as buildings, office spaces, office equipment, and official vehicles used by the GTK Division of the Education Office of West Java Province. The availability of adequate office space and supporting facilities improves employee comfort and efficiency in performing their tasks. However, regular maintenance is required to ensure that this infrastructure remains in optimal working condition (Lusthaus, 2002).

Technology plays a significant role, especially in the management of data and the placement of PPPK teachers. The use of technology aims to optimize the PPPK teacher placement process, particularly in managing the database for teachers and schools, which is crucial for mapping needs. This can be achieved through an information system. According to Mulyanto (as cited in Widyawan & Idris, 2017), an information system is a combination of work procedures, information, people, and information technology organized to achieve an organization's goals. Another definition states that a Management Information System (MIS) is a system used to process and organize data and information to support the implementation of tasks or performance in an organization (Hutagalung et al., 2018). In this case, the technology refers to the implementation of an integrated online information system.

Through digital systems such as DAPODIK and SIGESIT JUARA, teacher needs and distribution can be mapped more accurately. These systems support real-time monitoring of teacher requirements and facilitate communication between related institutions. Although effective, these technologies still face technical challenges, particularly the lack of data updates from schools. As a result, during Phase 3, 756 teachers, and in Phase 4, 920 teachers, have not been placed due to discrepancies between the actual conditions at schools and the data available on the SIGESIT JUARA website, which is integrated with RTG.

Financial Resources

Financial resources in an organization are one of the key indicators closely linked to the development of physical resources. According to Haryono, Bambang Santoso, et al. (2012) in *Capacity*

Building, without supporting budgets, it can impact the organization's activities and lead to suboptimal organizational performance. One factor that influences an organization's ability to achieve its goals and fulfill its mission is financial sustainability (Lusthaus et al. (2002) in Horton, 2003), which refers to an organization's financial viability in fulfilling its mission. In the case of the GTK division, a budget is required for activities such as the verification and validation of data, and to support the entire administrative process of PPPK teacher placement. The verification process is carried out twice a year with sufficient funds to ensure data accuracy. These funds are used for operational costs, labor, and the provision of facilities and infrastructure, all of which support the efforts to achieve optimal teacher placement.

Strategic Leadership

One of the factors affecting the success of organizational capacity building is leadership. In this case, leadership style serves as the driving force behind an organization's effectiveness, particularly in the face of increasing challenges and limited resources (Djumandi, 2006, in Makelon, 2018). Leadership within an organization plays a critical role in directing the organization's goals. Strategic leadership is closely linked to the organization's vision, helping to create an organization with unique characteristics (Horton, 2003).

In practice, the leadership of the Head of GTK at the Education Office of West Java Province has been demonstrated effectively. Hersey and Blanchard (2013) explain that the effective leadership style employed by the Head of GTK is as follows:

•Instructive Style: The Head of GTK provides clear instructions and closely monitors the performance and tasks of subordinates. This style is particularly applied to new subordinates who need direct guidance to perform their duties well.

•Consultative Style: The Head of GTK explains decisions made and gives subordinates the opportunity to ask questions and clarify any unclear matters. This consultative approach is used for subordinates with high ability but who may lack motivation or willingness, aiming to increase their engagement and commitment.

•Participative Style: The Head of GTK allows subordinates to provide ideas and input for decision-making. This style is applied to subordinates who have high motivation but may not have optimal skills. By listening to their ideas, the Head of GTK can foster confidence and develop their abilities.

•Delegative Style: The Head of GTK delegates decision-making and task execution to subordinates who have high skills and motivation. This approach allows subordinates to work independently, taking full responsibility for tasks and contributing optimally. By adapting leadership styles based on the conditions and characteristics of subordinates, the Head of GTK has successfully created a work environment that enhances the effectiveness and productivity of the team.

**Program and Process Management**

Program management is closely related to the quality of the GTK division, which is evaluated based on the quality of its programs. Program planning is created by the office based on input from the GTK division and is formulated into activities according to the Governor of West Java's Decree No. 82 of 2017 concerning the Duties, Functions, Task Details, and Organizational Structure of Technical Implementation Units in the Education Office. Therefore, in the process of creating programs in the GTK division, the activities are aligned with the mandate of the Education Office, such as the management of PPPK teacher placement in West Java. One example of a program that has been implemented is the relocation of PPPK teachers in West Java.

Diagram 4
Flowchart of the PPPK Teacher Placement Program in West Java
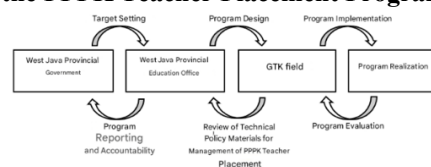
In carrying out the technical tasks of PPPK teacher placement, the GTK Division conducts a series of management processes to ensure that the teacher placements are carried out as intended. The management process is carried out to create the conditions under which the set objectives can be achieved. Horton (2003:23) states, "Management is concerned with creating the conditions under which appropriate objectives are set and achieved." Achieving the objectives cannot be accomplished without a process in place.

Diagram 5
Flow of PPPK Teacher Placement Stages in West Java
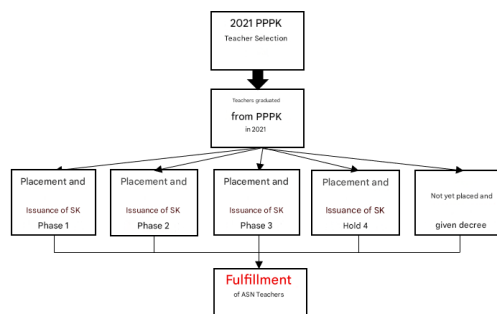
The placement process begins by identifying the teachers who have passed the PPPK selection and are ready for deployment. DAPODIK data is used as a reference to determine which schools have vacancies, both in terms of the number of teachers and the subjects taught. DAPODIK is updated regularly by each school. The RTG system processes this data and matches it with the available teacher profiles. The goal is to place teachers effectively, ensuring that each school receives teachers according to their needs, both in terms of quantity and competency.

However, in its implementation in West Java, inaccuracies have been found in the recorded data on teacher vacancies and needs in DAPODIK. The data, which is not updated regularly, leads to discrepancies between the vacancy information in the system and the actual situation on the ground. As a result, some schools that already have enough teachers experience an overstaffing of teachers, while other schools that genuinely need teachers are not adequately accommodated.

Diagram 6
Flow of PPPK Teacher Placement
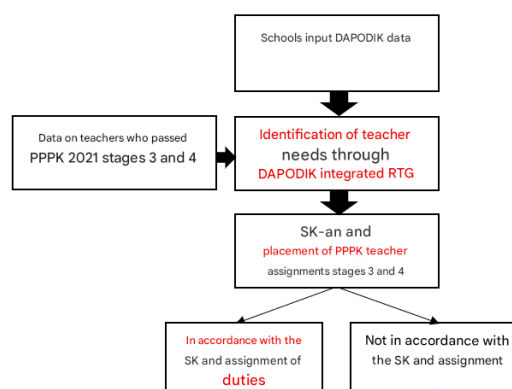
The Education Office identifies the need for teacher positions in schools through the DAPODIK system. The DAPODIK data is processed in the RTG (Teacher Talent Space) to match the qualifications and profiles of teachers who have passed the PPPK selection with the

needs of the schools. Teacher placement is based on this matching process. Afterward, teachers are assigned according to school needs, using DAPODIK data integrated with teacher profiles in the RTG system. The placement process ensures that teachers are deployed according to the needs of the schools and their qualifications.

If discrepancies arise between DAPODIK data and the actual needs of schools, the Education Office can review and update the DAPODIK data as necessary.

After placement, teachers receive an official assignment from the Education Office to fill vacancies at schools and then begin their duties, reporting to the school. The placement report is submitted to the Education Office for evaluation and monitoring.

In the third phase of teacher placement in 2022, there were issues with teacher assignments, as 756 out of 3,800 teachers in phase 3, and 920 out of 4,852 teachers in phase 4 of 2023, reported that their actual assignments were not in line with their preferred assignment locations indicated during the PPPK test registration. The relocation activities were carried out by the Team for Fulfilling the ASN Teacher Needs.

Additionally, the teacher surplus at some schools caused problems. On one hand, schools with excess teachers struggled to optimize the potential of their staff because the number of teachers exceeded the required amount. On the other hand, schools facing teacher shortages operated with insufficient resources, which affected the quality of education and overloaded existing teachers.

Diagram 7
Flow of PPPK Teacher Relocation
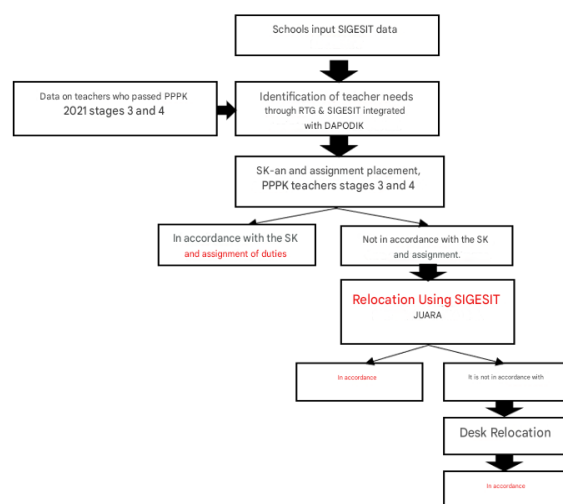
In the process of relocating and placing PPPK teachers, the steps are carried out under the guidance and direct instructions of the coordinator and the head of the GTK (Teachers and Education Personnel) division. This process follows the implementation guidelines (juklak) and technical instructions (juknis) that have been established for the PPPK teacher relocation program.

The goal of the relocation process is to maintain a balance in the teacher requirements across different regions and ensure that the quality of education remains optimal. With proper supervision and direction, the relocation and placement of PPPK teachers are carried out effectively and in accordance with the applicable procedures. The GTK division conducts verification and data validation through school operators and KCD (Regional Education Office) operators to obtain accurate data from the field, ensuring that the goal of improving the quality of education can be achieved.

Networking and Linkages

The GTK Division of the Education Office of West Java Province, as the leading organization in managing PPPK teacher placements, also collaborates with other parties. This collaboration aims to establish relationships with external stakeholders, allowing the GTK Division to contribute together in managing PPPK teacher placements and to enhance the sustainable improvement of the quality of education in West Java. Lusthaus (2002:82) states that:

"Networks are an informal type of linkage that involves loosely coupled groups that are linked together to serve common interests. At the more formal end are the new partnerships, coalitions, and joint ventures. The most formal relationships are based on contractual agreements. All of these new linkages are breaking down the boundaries of organizations and are changing the way they operate."

Networking refers to groups that are informally connected and not bound by agreements or contracts, but are linked due to shared interests. In contrast, formal relationships include new partnerships, coalitions, and joint ventures.

Table 2
Forms of Cooperation of the GTK Division in Managing PPPK Teacher Placement in West Java

No	Organization	Activity
1	**Central Government**	
	Directorate General of Teachers and Education Personnel (Kemendikbudristek)	- Determines the required number of PPPK teacher positions based on the analysis of teacher shortages in various schools. - Recruitment and selection of PPPK teachers. - Coordinates with the GTK Division regarding the placement of PPPK teachers in schools that require them. - Supervision and evaluation of the management of PPPK teacher placement.
	Ministry of State Apparatus Utilization and Bureaucratic Reform (Kemenpan RB)	- Determines and sets the number of PPPK teacher positions. - Coordinates with the Directorate General of Teachers and Education Personnel (Ditjen GTK) and the Provincial Education Office to ensure that the requested positions align with actual needs and available budgets. - Prepares the recruitment mechanism for PPPK teachers.
2	**Local Government**	
	Regional Civil Service Agency (Badan Kepegawaian Daerah)	- Manages data related to teacher shortages from the GTK Division and submits the position requests to Kemenpan RB to obtain approval for PPPK positions. - Responsible for the technical implementation of the selection process at the provincial level, including coordinating exam venues and preparing facilities.
	District Education Office (Kantor Cabang Dinas)	- Works in collaboration with the GTK Division to map out the teacher needs within the KCD area.
	Public Schools (Sekolah Negeri)	- Data collection on teacher requirements.

3	**Private Sector**	
	Private Schools (Sekolah Swasta)	- Facilitates the transfer of honorary teachers from public schools due to the displacement of PPPK teachers in public schools.

Networking and linkages have been established between the Directorate General of GTK Kemendikbudristek, KemenPAN-RB, and the West Java Provincial Education Office, particularly through the Teacher and Education Personnel (GTK) Division. The GTK Division at the provincial level is responsible for determining the teacher needs at each school, as well as coordinating with KemenPAN-RB and Kemendikbudristek for the placement process of PPPK teachers who have passed the selection. With this collaboration, the placement of PPPK teachers in West Java can be adjusted to regional needs, ensuring a more equitable and targeted distribution of educators.

The GTK Division, in managing the placement or relocation of PPPK teachers, not only cooperates with central agencies but also collaborates with regional agencies such as BKD, KCD, and schools in the districts/cities within West Java Province.

Based on the results of interviews, the author concludes that in the 3rd and 4th phases of PPPK teacher placement, there was a lack of communication between the GTK Division and the Directorate General of GTK Kemendikbudristek. This caused several issues in meeting the ASN teacher requirements. According to Informant 4, in 2021, Kemendikbudristek used teacher need data from the School and Student Data (DSO), which was integrated with RTG and still used data from 2019. This data was then implemented in the process of ASN teacher placement not only for 2021 but also continued into 2022 and 2023. As a result, the data taken by the Directorate General of GTK Kemendikbudristek did not reflect the actual conditions of schools at the time, leading to an excess of teachers in some schools and shortages in others.

  This issue has created instability in the education system, where the PPPK teachers placed do not match the needs of the schools, requiring an effective solution. Therefore, the GTK Division carries out a relocation process for these PPPK teachers. This situation indicates a lack of coordination between the Directorate General of GTK Kemendikbudristek and the GTK Division in the data collection process. Before the data was collected, there was insufficient communication between the two parties to update the DSO first, which resulted in the data used not reflecting the actual conditions of the schools. The impact of using outdated data was significant, causing an imbalance in the distribution of teachers across schools in several regions. Consequently, some schools ended up with a surplus of teachers while others experienced shortages.

This problem highlights the importance of more intensive coordination and effective communication between the GTK Division and the Directorate General of GTK Kemendikbudristek, particularly in the process of regularly updating data. With well-coordinated data updates, it is hoped that the teacher mapping and placement process can reflect the actual needs on the ground, allowing each school to meet its teacher requirements according to the target and avoid the imbalances that have occurred.

CONCLUSION

This study examines the organizational capacity of the West Java Provincial Education Office, particularly the Teacher and Education Personnel (GTK) Division, in the placement of PPPK teachers based on five organizational capacity factors from Horton et al. The results show that the organizational capacity of the GTK Division has not been fully met in all factors. In the aspect of staff members, the shortage of employees and the lack of training related to the management of PPPK teacher placement, as well as the limited use of technology, are the main obstacles. While infrastructure and financial resources are adequate, the use of technology for teacher mapping is still limited, requiring manual data verification.

In terms of program and management processes, the PPPK teacher placement is running well; however, relocation for teachers who do not yet have assigned duties is still necessary, supported by data verification and validation between KCD and schools. Regarding strategic leadership, the head of the GTK Division has applied an adaptive and fair leadership style to motivate employees.

For the networking and linkages aspect, inter-agency synergy has been established, but the lack of coordination between the GTK Division and Kemendikbudristek in data collection for DSO hinders the achievement of the PPPK teacher placement target. These findings highlight the need for improved coordination, the better use of technology, and more optimal management of resources to ensure that PPPK teacher placement meets accurate and targeted needs.

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