

Strengthening Human Resource Quality Through Integrated Human Resource Development: Evidence from the Bantul Religious Court

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ABSTRACT

Human resource (HR) quality plays a crucial role in delivering effective public services. This study aims to analyze the barriers affecting the quality of human resources in the service division of the Bantul Religious Court and to identify the HR development efforts implemented by the organization. A qualitative approach with a descriptive research design was employed. Seven participants, consisting of service officers and managerial personnel at the Bantul Religious Court, were selected using purposive sampling. Data were collected through semi-structured interviews, non-participant observation, and document analysis. The data were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña through data condensation, data display, and conclusion drawing. The findings identified six major barriers related to competency development, including the absence of a formal orientation system, inconsistent understanding of Standard Operating Procedures (SOPs), limited mastery of service applications, communication challenges, uneven workload distribution, and differences in service officers' performance. The study also found that the organization had implemented various HR development initiatives. However, these initiatives remain fragmented and have not consistently supported competency development among service officers. Based on the findings, the study recommends implementing a formal orientation system through *Diklat di Tempat Kerja* (DDTK) as part of a more integrated HR development system to strengthen human resource quality from the beginning of service assignments.

Keywords: Human Resource Quality; Human Resource Development; Public Service; Service Quality; Religious Court



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INTRODUCTION

Public service quality is one of the key indicators used to evaluate the performance of public sector organizations, including judicial institutions. In public service delivery, service quality is influenced not only by the systems and procedures implemented but also by the quality of the human resources (HR) responsible for providing the services. Human resources are strategic assets that contribute to achieving organizational goals through employees' competencies and performance (Mathis et al., 2017). Therefore, HR quality, reflected in employees' competencies, discipline, responsibility, and communication skills, plays an important role in delivering effective public services that meet public expectations (Hasibuan, 2017; Sedarmayanti, 2017).

Unlike most public service organizations, judicial institutions provide services directly related to citizens' right to access justice. Under Law Number 48 of 2009 on Judicial Power, judicial services are required to be delivered in a simple, timely, and low-cost manner. These characteristics require service officers not only to perform administrative tasks but also to provide legal information consistently, understand judicial procedures, communicate effectively with people from diverse backgrounds, and maintain accuracy throughout the service process. Therefore, competency development for service officers in judicial institutions requires an approach that goes beyond improving technical skills by ensuring consistent service delivery in accordance with judicial service standards.

However, preliminary observations indicated that service delivery at the Bantul Religious Court still faces several challenges. These include inconsistent information provided by service officers, delayed service responses, data entry errors, and the lack of structured orientation for newly assigned service officers. These issues are also reflected in the results of the Service Survey through Survelag (Directorate General of Religious Courts Service Survey) conducted by the Bantul Religious Court, as presented in Table 1.

Table 1. Community Satisfaction Index and Service Quality Perception Index at the Bantul Religious Court

Period	Community Satisfaction Index	Service Quality Perception Index
Quarter III 2025	3.98	3.98
Quarter IV 2025	3.90	3.89
Quarter I 2026	3.81	3.82

Source: Survelag of Bantul Religious Court (2025-2026)

The survey results indicate a continuous decline in both the Community Satisfaction Index and the Service Quality Perception Index over three consecutive quarters, accompanied by an increase in public complaints regarding service delivery. Although the service performance remained within the "good" category, these findings suggest the need for continuous efforts to improve service quality, particularly through strengthening human resource quality.

Previous studies have consistently emphasized the importance of human resource development in improving organizational service quality. Akbar et al. (2024) found that well-planned HR development strategies contribute to better service quality through systematic development programs. Similarly, Asy'ari & Sukmaningrum (2022) reported that training, employee orientation, career development, and reward systems improve employees' competencies and performance. Tinggogoy et al. (2025) also demonstrated that education and training, discipline development, and the implementation of management functions positively influence public service quality.

Nevertheless, previous studies have mainly focused on various HR development programs as general organizational strategies. Limited attention has been given to how these development initiatives work together to build service officers' competencies consistently, particularly within judicial institutions that have distinctive service characteristics. Therefore, this study not only identifies the HR development initiatives implemented by the organization but also explains the mechanism through which integrated human resource development contributes to more consistent competency development among service officers.

Based on this research gap, this study aims to analyze the barriers affecting the quality of human resources in the service division and to identify the HR development efforts implemented at the Bantul Religious Court. This study extends the human resource development framework by demonstrating that competency development is influenced not only by the availability of HR development programs but also by how these programs are integrated from the beginning of service assignments. Accordingly, this study contributes to the human resource development literature by highlighting the importance of a formal orientation system as an integral component of an integrated HR development system. Accordingly, this study addresses the following research questions:

1. What barriers affect the quality of human resources in the service division at the Bantul Religious Court?
2. What HR development efforts have been implemented to improve the quality of human resources in the service division at the Bantul Religious Court?

LITERATURE REVIEW

Human Resource Quality

Human resource (HR) quality is one of the key factors determining an organization's success in achieving its objectives. Mathis et al. (2017) describe human resources as strategic assets that contribute to organizational performance through employees' competencies and performance. In the context of public service, HR quality plays an important role in enabling organizations to deliver services that are effective, responsive, and aligned with public needs.

Hasibuan (2017) states that HR quality is reflected in an individual's ability to perform duties and responsibilities effectively. Similarly, Rohani et al. (2025) found that public service quality is influenced by the competencies of civil servants, particularly technical, managerial, and socio-cultural competencies that support effective job performance. These findings indicate that HR quality is not merely determined by employees' qualifications but also by their ability to apply their competencies consistently in carrying out organizational responsibilities and responding to public needs.

In judicial institutions, HR quality is particularly important because service officers are required to provide accurate legal information, apply judicial procedures consistently, and interact effectively with service users from diverse backgrounds. Therefore, maintaining HR quality is essential to ensuring consistent service delivery while preserving public trust in judicial services. This indicates that HR quality is closely linked to employees' competencies, as competent service officers are more capable of delivering accurate, consistent, and responsive services. Consequently, competency development becomes an essential prerequisite for maintaining service quality within judicial institutions.

Accordingly, this study defines HR quality as the ability of service officers to perform their duties effectively through the competencies they possess, enabling them to deliver services consistently.

Competency Development

Competency is a fundamental component of HR quality. Spencer & Spencer (1993) define competency as an individual's underlying characteristics, including knowledge, skills, attitudes, values, and personal attributes that influence successful job performance. Therefore, competency development is not limited to improving knowledge and technical skills but also includes developing the personal characteristics required for effective job performance.

Midhat Ali et al. (2021) found that implementing a competency framework enables organizations to develop employees' competencies more systematically, thereby improving work effectiveness and maintaining consistency in job performance according to organizational standards. These findings suggest that competency development provides a structured foundation for employees to perform their responsibilities consistently, particularly in organizations where service quality depends on standardized procedures and interactions with service users.

For judicial institutions, competency development is essential because service officers are expected to apply judicial procedures accurately, provide consistent information, and respond appropriately to diverse public needs. However, competencies do not develop automatically. They require continuous organizational support through planned HR development initiatives that facilitate learning, knowledge transfer, and workplace adaptation. Therefore, competency development serves as the connecting mechanism between HR quality and human resource development.

Accordingly, this study defines competency as the capability that enables service officers to deliver services consistently in accordance with organizational standards.

Human Resource Development

Competency development requires a planned and continuous human resource development (HRD) process. Mondy & Martocchio (2019) explain that HRD consists of a series of activities designed to improve employees' competencies in order to support organizational objectives. These activities include education and training, coaching and supervision, career development, rotation and transfer, and the strengthening of organizational culture.

This perspective is supported by Otoo & Mishra (2018), who found that HRD practices improve employee competencies, which subsequently enhance organizational effectiveness. In the Indonesian public sector, Sobandi et al. (2025) argue that civil servant competency development requires complementary development methods tailored to organizational needs. Likewise, Hidayati & Rachman (2023) emphasize the importance of workplace learning as a continuous approach to competency development for civil servants. Together, these studies indicate that competency development is most effective when various HRD initiatives are implemented as complementary rather than independent activities.

For service organizations, particularly judicial institutions, competency development cannot rely on a single HRD initiative. Orientation facilitates the adaptation of newly assigned service officers to organizational procedures and responsibilities, education and training strengthen technical and interpersonal competencies, coaching reinforces learning through continuous supervision, job rotation broadens practical experience, and organizational culture promotes shared service values and professional behavior. Rather than functioning independently, these initiatives complement one another in supporting continuous competency development and ensuring consistent service delivery. The integration of these initiatives is particularly important in judicial

institutions because service officers are responsible for delivering accurate legal information, applying judicial procedures consistently, and maintaining public trust in judicial services.

Based on the preceding discussion, HR quality, competency development, HRD, and service quality are conceptually interconnected. HR quality in judicial institutions is reflected in employees' ability to provide consistent and effective public services, which depends on the competencies they possess. These competencies, however, require continuous support through integrated HRD initiatives that facilitate learning and workplace adaptation. Consequently, the integration of orientation, education and training, coaching, job rotation, and organizational culture provides a mechanism through which HRD strengthens competency development and ultimately contributes to consistent service quality. While previous studies have generally examined HRD initiatives individually, this study emphasizes their integration as a unified HRD system within judicial institutions. Based on this perspective, this study analyzes the HRD initiatives implemented at the Bantul Religious Court and examines how their integration contributes to competency development among service officers.

RESEARCH METHOD

Research Design

This study employed a qualitative approach with a descriptive research design to gain an in-depth understanding of the barriers to and efforts toward improving the quality of human resources (HR) in the service division of the Bantul Religious Court. A qualitative approach was considered appropriate because it enables researchers to explore participants' experiences, perspectives, and interpretations of the phenomenon under investigation, thereby providing a comprehensive understanding of the barriers and HR development efforts identified in this study (Moleong, 2017).

A descriptive qualitative design was considered appropriate because the study sought to describe the phenomenon as it occurred in its natural setting without manipulating the research context. This design also allowed the researcher to capture participants' perspectives regarding existing HR development practices and the challenges encountered in service delivery. Consequently, the qualitative descriptive approach provided a suitable framework for answering the research questions by identifying the barriers affecting HR quality and explaining the HR development efforts implemented within the organization.

Research Participants

Participants were selected using purposive sampling, in which individuals were chosen based on their direct knowledge of and involvement in the phenomenon under investigation (Sugiyono, 2019). A total of seven participants were interviewed, consisting of three service officers and four supervisory personnel involved in service delivery and human resource management. The characteristics of the research participants are presented in Table 2, while the codes P1–P7 are used throughout the study to protect participants' anonymity.

Table 2. Characteristics of Research Participants

Participant Code	Participant Group	Position	Employment Status	Experience in Current Position*
P1	Service Officer	Front Office	Civil Servant	Around 2 years
P2	Service Officer	Front Office	Civil Servant	Around 1 year

P3	Service Officer	Back Office	Civil Servant	Around 2 years
P4	Supervisory Personnel	Junior Registrar of Petitions	Civil Servant	Around 1 year
P5	Supervisory Personnel	Junior Registrar of Lawsuits	Civil Servant	Around 2 years
P6	Supervisory Personnel	Junior Registrar of Legal Affairs	Civil Servant	Around 2 years
P7	Supervisory Personnel	Head of the Personnel and Organizational Affairs Subdivision	Civil Servant	Less than 1 year

*Experience refers to participants' experience in their current role at the Bantul Religious Court.
Source: Developed by the author based on research data (2026)

Participants were selected based on the following inclusion criteria: (1) being directly involved in service delivery or human resource management, (2) possessing knowledge and experience related to the quality of human resources in the service division, and (3) being willing to participate voluntarily in the study.

The number of participants was considered sufficient because they represented all key roles directly involved in service delivery, service supervision, and human resource management in accordance with the focus of this study. Furthermore, the information obtained was considered sufficient to answer the research questions, and no substantially new information emerged during the subsequent interviews. Data collection was concluded when the interviews no longer generated substantially new information relevant to the research questions, indicating that sufficient information had been obtained for this study.

Data Collection

Data were collected through semi-structured interviews, non-participant observation, and document analysis. Data collection was conducted from 12 to 26 June 2026. Semi-structured interviews were conducted face-to-face by the researcher using an interview guide with seven participants, and each interview lasted approximately 20–30 minutes. The interview guide was developed based on the research objectives to explore barriers affecting the quality of human resources in the service division and the HR development efforts implemented by the organization. The interview guide was also informed by the theoretical framework on HR quality and HR development presented in the literature review. It consisted of open-ended questions designed to explore participants' experiences regarding barriers affecting HR quality and HR development efforts implemented within the organization. Before data collection, the interview guide was reviewed and refined to ensure that the questions were relevant and aligned with the research objectives.

Non-participant observation was conducted by directly observing service delivery at the Bantul Religious Court. The observations focused on service implementation, interactions between service officers and the public, and the application of service procedures in practice. Field notes were recorded throughout the observation process to document service activities, interactions between service officers and service users, the implementation of service procedures, and the use of service applications. These observations were used to support and contextualize the interview findings.

Document analysis was used to complement the interview and observation findings. The documents analyzed included the Standard Operating Procedures (SOPs) for service delivery, Service Survey (Survelag) reports containing the Community Satisfaction Index (CSI) and Service Quality Perception Index (SQPI), the organizational structure, and other documents related to human resource management and public service

delivery. The documents were selected purposively based on their relevance to the research focus.

Access to the participants was facilitated through the researcher's professional role within the Bantul Religious Court. However, participation remained entirely voluntary, and no supervisory relationship existed between the researcher and the participants. All invited participants agreed to participate, and no one declined to be interviewed. To enhance the credibility of the findings, interview data were cross-checked with observation and document analysis through data source triangulation.

Before each interview, participants were informed about the purpose of the study and their voluntary participation. Verbal informed consent was obtained prior to the interviews, and participants were assured that their identities would remain confidential. To protect confidentiality, participant identities were replaced with codes (P1–P7), and the data were used solely for research purposes.

As the researcher was employed at the Bantul Religious Court, efforts were made to minimize potential bias throughout the research process. Interviews were conducted using the same semi-structured interview guide for all participants, and participants were encouraged to express their views openly. The findings were subsequently compared with observation and document analysis through source triangulation to enhance the credibility of the study.

Data Analysis

The data were analyzed using the interactive analysis model proposed by Miles et al. (2020), which consists of data condensation, data display, and conclusion drawing. The analysis was conducted continuously throughout the data collection process by organizing interview findings according to the research focus.

Interview recordings were transcribed verbatim prior to analysis. The transcripts were read repeatedly to identify meaningful statements related to the research questions. Similar statements were assigned initial codes, which were then grouped into broader categories based on recurring patterns. These categories were subsequently organized into themes representing the barriers affecting HR quality and the HR development efforts implemented by the organization. Throughout the analysis, the themes were continuously refined by comparing findings across interviews, observations, and supporting documents.

RESEARCH RESULTS

The analysis of interview, observation, and document data identified six barriers affecting the quality of human resources (HR) in the service division and five HR development efforts implemented by the Bantul Religious Court to strengthen service officers' competencies. These findings are organized into two major themes: barriers affecting HR quality in the service division and HR development efforts undertaken by the organization.

Barriers to Service Human Resource Quality

Absence of a Formal Orientation System

Interview data revealed that the Bantul Religious Court has not yet implemented a formal orientation system for newly assigned service officers. Participants consistently explained that the adaptation process relies on self-directed learning and guidance from more experienced colleagues rather than on a structured orientation program. Consequently,

newly assigned officers develop their competencies through individual workplace experiences, resulting in different learning processes among officers.

P1 stated:

"There is no formal orientation process. We learn independently and directly from senior colleagues." (P1)

This statement was supported by P3:

"...the drawback of the informal process is that we do not fully understand all the SOPs. We simply carry out the work as instructed. It would actually be better to have a formal orientation first." (P3)

This finding was also supported by field observations showing that newly assigned service officers relied on guidance from senior colleagues during daily service activities. In addition, document analysis did not identify any formal orientation guidelines or orientation program specifically designed for newly assigned service officers. Taken together, the interview, observation, and document evidence indicates that service officers' adaptation still depends on informal learning, resulting in competency development that varies according to individual experiences rather than a standardized orientation process.

Uneven Understanding of Standard Operating Procedures (SOP)

Interview responses showed that service officers' understanding of the Standard Operating Procedures (SOPs) remains uneven. Most participants explained that daily service practices are primarily learned through practical experience rather than through a comprehensive understanding of the official SOP documents. As a result, differences in individual learning experiences contribute to variations in officers' understanding of service procedures.

P1 stated:

"To be honest, I do not remember all the SOPs. I simply carry out the procedures as they are practiced in daily work." (P1)

This statement was supported by P2:

"I have never actually read the official SOP document." (P2)

Document analysis confirmed the availability of written Standard Operating Procedures (SOPs). However, field observations indicated that service officers relied primarily on established work practices rather than referring directly to the SOP documents during service delivery. Overall, the evidence suggests that service officers' understanding of the SOPs has primarily developed through workplace experience, resulting in inconsistent levels of understanding among officers.

Limited Mastery of Service Applications

Evidence from the interviews indicates that service officers' ability to use service applications is not yet uniformly distributed, particularly when new applications or system features are introduced. Participants explained that they often learned to operate new applications while simultaneously providing services, with limited opportunities for structured guidance or formal socialization.

P3 explained:

"...not everyone fully understands how to use the applications. It would be better if formal training or socialization were provided whenever new applications are introduced." (P3)

This finding was reinforced by field observations showing that service officers frequently consulted their colleagues when encountering unfamiliar service applications or newly

introduced system features during daily work. Overall, service application skills are still acquired mainly through practical experience rather than structured learning, resulting in different levels of application mastery among service officers.

Communication Barriers in Service Delivery

Participants consistently described communication as one of the most common challenges encountered during service delivery. Participants explained that the diverse characteristics of service users, including language differences and emotional conditions, often create challenges in communicating information effectively. Consequently, service officers are required to adjust their communication approaches according to each service user's circumstances.

P1 stated:

"Sometimes the service user is elderly and can only communicate in the local language (Javanese)." (P1)

This statement was reinforced by P2:

"...many service users are already emotionally distressed because of the nature of their cases." (P2)

Field observations also confirmed that service officers adjusted their communication according to the characteristics of service users, particularly when assisting elderly individuals and those using the local language during service interactions. Collectively, the interview and observation data indicate that service officers need to adapt their communication approaches to accommodate the diverse characteristics and conditions of service users.

Uneven Workload Distribution

Workload distribution emerged as another organizational issue identified during the interviews. Participants explained that several officers were required to perform additional responsibilities beyond their primary service duties, reducing the time available to focus on frontline service activities.

P2 explained:

"...the workload is uneven. We have to remain on duty from the beginning until the end of service hours." (P2)

Field observations further indicated that several service officers handled multiple responsibilities simultaneously during service hours, resulting in differences in workload among officers. In addition, several officers reported carrying out responsibilities beyond their primary duties, which affected the completion of their main tasks. Overall, the evidence indicates that the current workload distribution may reduce the effectiveness of service delivery and hinder consistent service performance.

Differences in Service Officer Performance

Variations in individual performance were also evident from participants' accounts. Participants explained that variations in individual work practices occasionally affected the efficiency and consistency of service delivery, particularly during busy service hours.

P3 stated:

"...some officers spend too much time engaging in casual conversations, which can make the queue longer." (P3)

This finding was also reflected in field observations, which showed variations in officers' working styles, communication patterns, and service pace during daily service delivery. Despite this, participants generally agreed that the overall quality of service remained

satisfactory. Nevertheless, the evidence suggests that differences in individual performance continue to affect service consistency.

Human Resource Development Efforts

Education and Training

The Bantul Religious Court has implemented various education and training programs as part of its efforts to improve HR quality. Document analysis further confirmed the implementation of these activities through training assignment letters, training schedules, and supporting documentation of competency development programs. Participants explained that these programs were intended to strengthen both technical competencies and service skills required in daily service delivery.

P5 explained:

"The Bantul Religious Court has provided service excellence training so that service officers can deliver services according to established standards." (P5)

In addition to service excellence training, officers also participated in public speaking training and disability service training as part of competency development initiatives. These activities demonstrate that education and training have become important components of HR development within the organization.

Coaching and Supervision

Coaching and supervision are conducted through regular briefings, service evaluations, and direct supervision by managers. These findings were also supported by field observations showing that routine briefings and direct supervision were conducted as part of the daily service management process. Participants described these activities as opportunities to discuss service-related problems, receive guidance, and improve service performance.

P4 stated:

"I monitor the service process almost every day. Whenever officers encounter difficulties, I encourage them to ask questions directly." (P4)

However, formal coaching has not always been implemented systematically due to time constraints. Nevertheless, supervision is carried out continuously to ensure compliance with service standards and provide immediate feedback whenever problems arise.

Career Development

The Bantul Religious Court provides opportunities for career development through promotion mechanisms and competency development programs. Participants explained that promotion decisions are supported by formal organizational mechanisms that consider employees' competencies and performance.

P7 stated:

"...there is a promotion and rank consideration committee, and service officers are also included in the process." (P7)

Document analysis also confirmed the implementation of career development through official personnel appointment and promotion documents. Evidence from the interviews indicates that career development has become an integral part of the organization's human resource management and provides employees with opportunities for long-term professional growth.

Job Rotation and Transfer

Job rotation and transfer have been implemented as part of HR management based on organizational needs. Participants explained that rotation decisions are generally made following personnel placement decisions or performance evaluations rather than as part of a structured competency development strategy.

P7 explained:

"...rotation usually takes place during personnel placement decisions or following the evaluation of service officers." (P7)

This result was supported by document analysis of official personnel placement and transfer decrees, indicating that rotation and transfer were implemented according to organizational requirements. Overall, job rotation and transfer are implemented according to organizational needs while also supporting staffing adjustments within the institution.

Strengthening Organizational Culture

In addition to competency development, the Bantul Religious Court strengthens its organizational culture through regular briefings, coordination meetings, routine assemblies, and leadership by example. Participants explained that these activities encourage communication, reinforce organizational values, and provide opportunities for continuous service improvement.

P7 stated:

"...every Tuesday we hold a briefing for PTSP officers to provide feedback and discuss service improvements." (P7)

Field observations and organizational documents further confirmed the implementation of routine briefings, assemblies, coordination meetings, and leadership coaching as part of the organization's efforts to strengthen its service culture. Collectively, the interview, observation, and documentary evidence demonstrate the organization's commitment to strengthening a work culture that supports better public service through continuous coaching, communication, and organizational guidance.

Table 3 summarizes the themes identified in this study and the corresponding evidence obtained from interviews, field observations, and document analysis.

Table 3. Summary of Themes and Sources of Evidence

Theme	Interview (Participants)	Observation	Documentary Evidence
Absence of a Formal Orientation System	P1, P3	Newly assigned officers relied on senior colleagues during service adaptation.	No formal orientation guideline or program identified.
Uneven Understanding of SOPs	P1, P2	Service officers relied on routine work practices rather than referring to written SOPs.	Written SOPs were available.
Limited Mastery of Service Applications	P3	Officers consulted colleagues when using unfamiliar applications or new system features.	—
Communication Barriers	P1, P2	Officers adjusted communication when serving elderly users and local-language speakers.	—
Uneven Workload Distribution	P2	Several officers handled multiple responsibilities during service hours.	—

Differences in Service Officer Performance	P3	Variations in working styles and service pace were observed.	–
Education and Training	P5	–	Training assignment letters, schedules, and activity documentation.
Coaching and Supervision	P4	Routine briefings and direct supervision were observed.	Briefing schedules and supporting documents.
Career Development	P7	–	Official appointment and promotion documents.
Job Rotation and Transfer	P7	–	Personnel placement and transfer decrees.
Strengthening Organizational Culture	P7	Briefings, assemblies, coordination meetings, and leadership coaching were observed.	Organizational schedules and supporting documents.

Source: Developed by the author based on interviews, observations, and document analysis (2026)

DISCUSSION

The findings indicate that the absence of a formal orientation system is one of the primary barriers to improving the quality of human resources (HR) in the service division of the Bantul Religious Court. As a result, newly assigned service officers rely primarily on guidance from colleagues and workplace experience rather than participating in a structured learning process. Spencer & Spencer (1993) argue that competencies are developed through learning processes that enable individuals to acquire the knowledge, skills, and personal characteristics required for effective job performance. This perspective is reinforced by Midhat Ali et al. (2021), who demonstrate that competency frameworks enable organizations to develop employee competencies systematically through structured competency development and clear performance standards. Consequently, the absence of a formal orientation system results in uneven competency development, as officers acquire competencies through different workplace experiences. This finding extends the study by Akbar et al. (2024), which emphasizes the importance of planned HR development, by demonstrating that the effectiveness of HR development also depends on integrating competency development from the beginning of service assignments.

The inconsistent understanding of Standard Operating Procedures (SOPs), limited mastery of service applications, communication challenges, and differences in service officers' performance indicate that employee competencies have not developed uniformly. Spencer & Spencer (1993) explain that competency encompasses not only knowledge and skills but also individual characteristics that support effective job performance. Likewise, Rohani et al. (2025) emphasize that public service quality is supported by technical, managerial, and socio-cultural competencies that enable civil servants to perform their responsibilities effectively. The present study suggests that many of these competencies are still acquired through workplace experience and peer guidance rather than through structured development programs. Consequently, service officers demonstrate varying levels of competency, highlighting the need for a more systematic competency development process to ensure consistent service standards.

This pattern suggests that service quality is influenced not only by employee competencies but also by organizational conditions that support effective task implementation. Therefore, maintaining a balanced workload is important for supporting consistent service delivery.

The HR development initiatives implemented by the Bantul Religious Court demonstrate the organization's commitment to improving employees' competencies. Education and training, coaching and supervision, career development, job rotation and transfer, and the strengthening of organizational culture have all been implemented as part of the organization's HR management practices. Although these initiatives have already been implemented, the results suggest that they have not yet functioned as an integrated competency development system. Instead, each initiative tends to be carried out independently, limiting its contribution to continuous competency development among service officers.

This interpretation is consistent with the HR development framework proposed by Mondy & Martocchio (2019), which emphasizes that HR development should consist of complementary development initiatives. Similarly, Otoo & Mishra (2018) found that integrated HR development practices contribute to competency improvement and organizational effectiveness. In the Indonesian public sector, Sobandi et al. (2025) also argue that competency development should combine multiple complementary learning methods according to organizational needs, while Hidayati & Rachman (2023) highlight workplace learning as an important mechanism for sustaining competency development in public organizations. However, the findings of this study indicate that these initiatives are still implemented in a fragmented manner, limiting their effectiveness in developing service officers' competencies consistently. This suggests that the success of HR development depends not only on the availability of development programs but also on how well those programs are integrated throughout employees' competency development process.

Overall, the results demonstrate that the barriers identified in this study are interconnected and reflect an HR development system that has not yet been fully integrated. Rather than representing isolated challenges, the absence of a formal orientation system, uneven competency development, and inconsistencies in service delivery indicate that existing HR development initiatives have not yet been implemented as an integrated system. Taken together, these results indicate that existing HR development initiatives provide an important foundation for competency development. However, greater integration among orientation, education and training, coaching, job rotation, and organizational culture is required to ensure that competency development begins from the initial placement of service officers and continues throughout their professional development.

As a practical implication of these findings, the Bantul Religious Court may consider implementing a formal orientation system through *Diklat di Tempat Kerja* (DDTK) as part of an integrated HR development framework that supports continuous learning and competency development. This recommendation is consistent with the Regulation of the National Institute of Public Administration of the Republic of Indonesia Number 10 of 2018 on Civil Servant Competency Development, which encourages competency development through workplace-based learning.

CONCLUSIONS

This study concludes that the Bantul Religious Court has implemented various human resource development (HRD) initiatives, including education and training, coaching and supervision, career development, job rotation and transfer, and the strengthening of organizational culture to support the competencies of service officers. However, the identified barriers indicate that these initiatives have not yet functioned as an integrated HR development system capable of developing service officers' competencies

consistently from the beginning of their assignments. As a result, competency development continues to rely heavily on workplace experience and informal learning.

The findings suggest that the effectiveness of HRD depends not only on the availability of development initiatives but also on how well these initiatives are integrated into a continuous competency development process. Based on these findings, a formal orientation system should serve as the starting point for establishing a more structured HRD system that supports competency development from the initial placement of service officers. Within the context of the Bantul Religious Court, this system can be implemented through *Diklat di Tempat Kerja* (DDTK) as an integrated HRD initiative that complements existing development programs.

Theoretically, this study extends the human resource development literature by demonstrating that competency development is strengthened through the integration of orientation, education and training, coaching, job rotation, and organizational culture rather than through isolated HRD initiatives. Practically, the findings provide recommendations for judicial institutions and other public service organizations seeking to establish a more integrated HRD system to support continuous competency development and consistent service delivery. Future studies may examine the implementation of integrated HRD systems in other judicial institutions or public service organizations.

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