Development of Socio-Cultural Competence of the Government Employees at the State Civil Service and Human Resource Development Agency of Biak Numfor Regency Papua Province

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Abstract

The low educational level of the government employees at the State Civil Service and Human Resources Development Agency of Biak Numfor Regency in Papua Province affects the quality of public services which was far from the society's expectations. The development of competence that has been given so far had not been able to change the primal aspects of the government employees. Therefore, the development of competence provided must touch the large and varied cultural diversity that leads to the improvement of knowledge, capability, and skills to generate better performance and services. This study aims to analyze the development of the government employees' competence at the State Civil Service and Human Resources Development Agency of Biak Numfor Regency, Papua Province. The method used in this research was descriptive research with a qualitative approach. Primary data was collected through observation, interviews and Focus Group Discussion (FGD); the respondents were the government employees in the State Civil Service and Human Resource Development Agency of Biak Numfor Regency, Papua Province. Secondary data were obtained through documentation studies. The data were analyzed using interactive models. The results showed that the process of developing the socio-cultural competence of the government employees in the State Civil Service and Human Resource Development Agency of Biak Numfor Regency, Papua Province was through: 1) BIMTA (Mental and Spiritual Guidance), 2) JUMAT BELI (Friday clean environment program), 3) Leadership Advice through meetings and assembly, 4) Education and Training, which still need to be improved such as providing special program through education and training, seminars, courses, and upgrading related to socio-cultural competence to encourage them to have national insights with a pluralistic society in terms of religion, ethnicity, culture, and able to adapt and communicate effectively, empathetically, and politely among employees and the society.

Keywords: Development, Socio-Cultural Competence, The Government Employees

I. Introduction

Rapid progress in science and technology has driven the development of progress, open path to the future and provide hope for life in the organization in the future. This has resulted in a variety of openness in all lives of people in the world, resulting in competition. In this regard, only in countries with better quality of human resource that can compete, because the key to competitiveness is an excellent quality human resource who are able to create competitive advantage.

Human resource is all the people who work in organizations that contribute to the running of the organization. Human resource is the power of thought and work of human beings that are still stored within themselves, which need to be developed to be utilized as well as possible for the welfare of human life. Potential capabilities possessed by human beings, which consists of the ability to think, communicate, act and be moral to carry out an activity that is technical and managerial.

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Human resource as an activator of organizational institutions is much influenced by the behavior of the participants or the actors. The participation of human resource in the organization is regulated by the provision of authority and responsibility that must be achieved with standard or benchmarks that have been established or agreed upon by employees and superiors. It can set work goals and performance standards that must be achieved and assess the actual results achieved at the end of a predetermined time period. Human resource as an element in the organization can be interpreted as humans who work in an organization.

Human resource is the power of thought and work of human beings that is stored within themselves, which need to be developed to be utilized as well as possible for the welfare of human life. Makmur (2009, p. 193) explains that human resources in the government consist of the internal human resource as the member of government organization which is known as the government employees or government apparatus, and the external human resource which are all members of society in the government's territory. The strengths and weaknesses of human resources determine the success and failure of government activities of a country. The more intelligent the human resource is, the stronger the government's administration will be. In contrast, the weaker the human resource is, the weaker the government's administration will be.

The management of the human resource is not an easy thing to do in the current era of globalization. Therefore, to support the realization of an excellent quality human resource, various superstructure and infrastructure need to be prepared. Organizations or agencies that want to stay ahead, develop and have a positive image in the eyes of society will not ignore aspects of developing the quality of their human resource. One of the internal environmental factors of human resource management is human resource development according to Mondy & Wayne (2008, p. 17).

Human resource in the organization must be given full attention, especially in all uncertain environmental conditions because the human resource has an important role that determines the life of the organization. In article 29 Law of the Republic of Indonesia, Number 23 of 2014 confirms that one strategy for accelerating regional development is the development of human resource. The main purpose of human resource development is to improve the ability, skills, attitudes, and responsibilities of the employees so that they are more effective and efficient in achieving the program's goals and organizational goals, Samsudin (2010, p. 108). The development of the human resource in order to achieve professionalism

sustainably (Continuous Professional Development) is not something difficult to implement because the Indonesian government has a commitment to support every development activity that aims to improve the performance of government officials.

Human resource in the organization is a priceless asset for the organization itself. The success of the organization depends on the quality of the human resource within the organization. The human resource will work optimally if they can be supported by the organization that boosts their career by seeing their capability. Competence is the ability to do the work or tasks based on skills and knowledge and for the work needed by the job. Competence is attached to a person and is a predictable behavior in a variety of work conditions and tasks.

Based on the Regent's Regulation Number 120 of 2017 concerning the description of the duties and functions of the State Civil Service and Human Resources Development Agency, Biak Numfor Regency, the duties and functions of this agency are:

1. The State Civil Service and Human Resources Development Agency are assisting the District Head in carrying out the functions of supporting staff and developing human resources that are in the authority of the regional government.
2. In carrying out the tasks, The State Civil Service and Human Resources Development Agency carrying out functions to:
   - Formulate technical policies in terms of staffing and human resource development.
   - Carry out the task of technical support in terms of staffing and human resource development.
   - Monitor, evaluate and report the implementation of the duties of technical support in terms of staffing and human resource development.
   - Do coaching and directing technical policies for the implementation of supporting functions of regional government affairs in terms of staffing and human resource development.
   - The implementation of other functions provided by the District Head in accordance with his duties and functions.

To carry out the tasks and functions mentioned above, The State Civil Service and Human Resources Development Agency certainly must be supported by professional and reliable human resources to ensure that the quality of public services can be improved. Development is a systematic and organized procedure with the process of learning knowledge, both conceptual and theoretical for

general purposes. Khan, Khan, & Mahmood (2012, p. 50) stated that Human Resource Development is an important and under a spotlight recently. Human resource development includes activities directed toward organizational and individual learning. Human resource development is an effort to develop professionalism so that it is not only an object but a subject of development that is proactive and has high professional skills, Priansa (2014, p. 110). A competitive public sector organization requires the availability of human resources who have reliable ability to answer global challenges. Radhakrishna & Raju (2015, p. 30) human resource development to develop their personal and organizational skills, knowledge, and abilities.

Human resource development could be realized through career development, as well as education and training. Development begins with the orientation of new employees, the development of human resource is important to be carried out because of changes in human, technology, work, and organization in order to face future challenges. So, the main characteristic of human resource development is activities that lead to behavioral change, especially the development related to the competence of the government employees. Sutrisno (2009, p. 85) stated that competence is the basic foundation of people's characteristics and indicates how to behave or think, equate the situation, and support for a long period of time. Competence is a person's ability to produce at a satisfactory level in the workplace, including the ability of a person to transfer and apply these skills and knowledge in new situations and to increase the agreed benefits.

The development of competency-based human resources will improve the employees' productivity so that the quality of work is also higher and leads to the satisfaction of the people who are being served. The development of competency-based human resource is carried out in order to provide results in accordance with the goals and objectives of the organization with predetermined performance standards. The competence of an individual employee must be able to support the implementation of the organization's vision and mission through the organization's strategic performance. Therefore, the performance of individuals in the organization is a way to increase the productivity of the organization itself. Radhakrishna & Raju (2015, p. 33) stated that performance is the key driver of success, which will lead to the survival of the organizations.

In the current reform era, the government always emphasizes the importance of developing employee competencies as one of the main capitals to become developed countries like other countries. Article 70 Law of the Republic of Indonesia Number 5 of 2014 states that every government employee has the right and opportunity to develop competence. Development of Competence can be done in several ways, including through education and training, seminars, courses, and upgrading. Competence development is a development that is given to employees to improve knowledge, skills, abilities, capabilities, attitudes, and appreciation needed in carrying out their duties professionally, effectively and efficiently. Article 69 Law of the Republic of Indonesia Number 5 of 2014, confirms that one of the civil servant's competence qualifications is a

Table 1.
The Illustration of the Level of the Government Employees Education in the State Civil Service and Human Resource Development Agency of Biak Numfor Regency, Papua Province

No.	Level of Education	Amount	(%)	Job Description
1	Package C and Junior High School	3	5.36	3 Staffs
2	High School and Middle School of Engineering	12	21.43	9 Staffs 3 Sub Division Head
3	Diploma III and Diploma IV	7	12.50	6 Staffs 1 Sub Division Head
4	Bachelor's degree	31	55.36	18 Staffs 13 Occupying Structural Position: Secretary, Head of Sub Division and Head of Sub Division
5	Magister	3	5.36	1 Head of Agency 1 Head of Division 1 Staff
	Total	**56**	**100.00**	

Source: Data and Information Sub-Division of the State Civil Service and Human Resources Development of Biak Numfor Regency Papua Province (2018)

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socio-cultural competence measured from work experience related to a pluralistic society in terms of religion, ethnicity, and culture to enable them to possess a national insight.

The current reality shows that the government apparatus resources in the Biak Numfor Regency of Papua Province are still very far from what is expected by society. This can be seen from the lack of knowledge, skills, and abilities that have an impact on low professionalism and a decline in the work ethic because of the socio-cultural influence of the government employees that have not been able to accept changes.

Generally, in the Biak Numfor Regency of Papua Province, there are still Regional Work Units that apply the rule where every employee or society that intend to meet the leader must use the local language (Biak language), where it becomes an obstacle for people from outside the region who do not know the local language to communicate directly with the leaders in the Regional Work Unit. Another problem is also seen in the State Civil Service and Human Resources Development Agency of Biak Numfor Regency, Papua Province, where there are still some government employees with a relatively low educational background that occupy structural positions, that obviously affects the government employees' professionalism and performance.

The level of education of the government employees at the State Civil Service and Human Resource Development Agency of Biak Numfor Regency, Papua Province with a background of junior high school and Package C education levels are 3 employees (5.35%), for Senior High Schools and Secondary Technical Schools are 12 employees (21.42%) and Diploma are 7 (12.50%). The rest are employees with an undergraduate education background (31 employees or 55.35%), and 3 other employees (5.35%) are from master's degrees (see Table 1).

Based on Table 1, there are 22 employees (39.28%) who had a relatively low educational level, 3 employees (5.35%) among them are employees who occupy positions as Head of Data and Information Sub Division, Head of Subdivision Sub Division, and Head of Training and Certification Sub Division. The low level of the government employees' awareness to develop knowledge and skills could affect the public services.

The competency development that has been given to government employees in the Civil Servants and Human Resource Development in Biak Numfor Regency, Papua Province has not been able to form a self-aware culture and sensitivity of government employees in understanding the development of socio-cultural issues, especially related to awareness in developing their intellectual intelligence. This affects their professionalism, which is caused by the lack of knowledge and skills

The development of socio-cultural competencies could essentially improve the understanding of the government employees related to diversity, and to communicate and associate effectively in an organizational environment. Sartika (2016, p. 1091) explained that the socio-cultural development of the government employees can be done through reflection on international culture (through the conscious mind and subconscious mind), understanding the power of cultural differences, implementing strategies to increase cultural awareness and demonstrating cultural sensitivity and identifying development models. While Frinaldi (2014, p. 191) stated that in the efforts to improve the work culture, there are two indicators that can be done through training programs based on local wisdom. Also, there is a need for the involvement of HR development experts in the development of work culture by the City government to build and foster a positive work culture based on local wisdom.

The research conducted by Sartika & Kusumaningrum (2017, p. 144) explains that the lack of socio-cultural competence has a potential to create friction. Educating people must be based on their needs and competencies. The research by Sartorius, Merino, & Carmichael (2011, p. 1976) on human resource management and cultural diversity, found that cultural dimensions can vary between different levels of the employee in an organization and that human resource management practices that might be suitable for one group might not be suitable for another. Therefore, it is important to recognize the culture in the workplace. A multinational entity can determine and use the cultural dimensions of their own workforce as a starting point to develop their own human resource management programs. Social beliefs are important to the employees in the workplace.

Maintaining the social-cultural competencies for the government employees can increase self-awareness and cultural sensitivity of employees so that they are able to carry out their duties rationally with effective attitudes and behaviors and also social awareness for a better quality of performance. The inherent local characteristics possessed by the government employees at the Human Resource and Human Resource Development Agency of Biak Numfor Regency in Papua Province have an impact on their attitudes and behavior that are difficult to accept change. This study analyzes the development of social-cultural competence in the State Civil and Human Resource Development Agency of Biak Numfor Regency, Papua Province.

II. Method

This research is descriptive research with qualitative or phenomenological approaches. This approach is used to find in-depth information and understand the phenomena that are happening naturally in the development of social-cultural competencies of the State Civil Service and Human Resource Development Agency of Biak Numfor Regency, Papua Province. The type of data used in this study consists of primary data and secondary data.

Primary data was acquired through direct observation conducted in the research location since September 2017 by observing matters related to the object of the research such as: the implementation of the development of socio-cultural competence at the State Civil Service and Human Resource Development Agency of Biak Numfor Regency and then record it to obtain a clearer picture and providing indicators to support the further processed data.

Interviews were also conducted in the pre-study from September 2017 and in July 2018 interviews conducted by researchers to obtain information from competent sources related to the development of socio-cultural competence using guided interview techniques conducted by the interviewer with a series of complete and detailed questions. The sources were 10 of government employees and 1 of them was a key source. The selection of 10 sources was based on the criteria that the source had worked for a long time in the State Civil Service and Human Resource Development Agency of Biak Numfor Regency, Papua Province and had direct activities with the object to be studied so that it was believed to be able to provide the required information related to the research.

The sources in this study consisted of the Head of Sub Division, Head of Division, Secretary, staff, and Head of Agency who acted as the key source. The Head of Agency is selected as the key source on the grounds that the Head of the Agency is the leader of the organization who can provide more accurate information related to the development of social-cultural competencies at the State Civil Service and Human Resource Development Agency of Biak Numfor Regency, Papua Province. In addition to direct observation and interviews, primary data was also obtained through questionnaires related to the development of social-cultural competencies that were distributed to respondents during interviews.

Data collection technique was also carried out through Focus Group Discussion (FGD) to draw conclusions about subjective meanings that were difficult to be understood by the researchers themselves. The active participants in a Focus Group Discussion (FGD) are 6 employees that have never received the development of social-cultural competence. For secondary data, researchers collect data from the government employees in the State Civil Service and Human Resource Development Agency of Biak Numfor Regency, Papua Province. In this case, the data taken from the Head of Data and Information Sub-Division, and the Head of General and Employment Sub-Division.

In addition, secondary data is also obtained from scientific writing (related books/literature, reports, scientific work, and relevant research results).

III. Results and Discussion

Article 69 of Law of the Republic of Indonesia Number 5 of 2014, stated that one of the government employees' competencies is socio-cultural competence which is measured from work experience related to a pluralistic society in terms of religion, ethnicity, and culture to encourage them to have national insight. Suparyadi (2015, p. 254) said that social competence is a competence that refers to one's ability to adjust to the environment and their different colleagues so that he can be accepted and able to establish harmonious relationships with his co-workers. Socio-cultural competence is the ability to include culture into reasoning, social interaction and self-understanding. In this case, a social condition is a place of dissemination and exchange of knowledge, skills and socio-cultural values. The sensitivity of cultural diversity is an important component to build a good cooperation in the organization. Sedarmayanti (2016, p. 323) expressed that socio-cultural competence is the ability to communicate that is needed by the organization in carrying out its group work. Social-cultural is all things created by human beings with all their thoughts and conscience in social life.

Hasibuan (2014, p. 69) stated that development is an effort to improve the technical, theoretical, conceptual, and moral abilities of employees in accordance with the needs of work or position through education and training. Education aims to improve the theoretical, conceptual and moral skills of employees, while training aims to improve the technical skills of the implementation of employees' work. The employees' competence development is to close the "gap" between the skills or abilities of employees with job demands and to improve the efficiency and effectiveness of employees' work in achieving predetermined work goals. The development of employee's competence is basically an effort to improve or prepare employees in the future and not always related to the current job or position through various forms of development

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activities (Sudarmanto, 2009, p. 230).

Based on the results of interviews with the Head of the Sub-Division of General and Civil Service on July 10, 2018, on the social development of the government employees at the State Civil Service and Human Resources Development Agency, so far there has been no specific development related to socio-cultural competencies. Various kind of development is given to government employees such as leadership training from the first to the fourth levels. The purpose of the development is to enable the government employees to communicate politely both to fellow employees and with the society and have good morals in accordance with the needs of the work.

Likewise, the results of the interview with the Head of the Competence Development Sub-Division on July 11, 2018 said that "there is no specific social-cultural development that has been implemented so far, but sometimes if there are meetings and assemblies in the morning and evening, usually there is a direction from the leadership on how employees must maintain kinship in the organizational environment without seeing the differences in race, physical condition and religion ".

Furthermore, the results of interviews conducted with employee career development staff on July 9, 2018 on the development of socio-cultural of the employees in the State Civil Service and Human Resource Development Agency showed that so far, the employees have been given freedom to carry out social-cultural development from the District Head and the Regional Secretary to increase the awareness to respect the diversity of each other. The development is in the form of BIMTA (Mental and Spiritual Guidance). Other developments given are social services held every Friday or often called JUMAT BELI (Clean Friday Environment), and from these activities, the employees are recommended to always take part in social activities.

Furthermore, the statement of the Head of the State Civil Service and Human Resource Development Agency based on the interview on July 9, 2018 revealed that "there has been no specific development related to socio-cultural competencies, but we believe that even though employees at the State Civil Service and Human Resources Development Agency have a different educational, ethnic and religious background but they will still respect each other".

Next, the opinion of the Secretary on the State Civil Service and Human Resource Development Agency based on the results of the interview on July 11, 2018 revealed that "for the social-cultural development there is no specific development given to the government employees at the State Civil Service and Human Resources Development Agency, for the time being only refers to the ideology, Pancasila, and the awareness of each employee so that they will automatically be able to appreciate diversity within the organization".

Next, the opinion of the Head of the Mutation Sub Division based on the interview on July 11, 2018 stated that "the development of social-cultural competence has not been optimally provided to employees, but fortunately in Papua, we have the local society values that are always inculcated and brought into the organization such as having a sense of togetherness, KASIH which means carrying out the task with the heart, and to work with trust so that the Papuan people who work in government agencies will work with a family system, everyone would love each other and would be considered as their own family so he or she can help each other, because of the strong sense of kinship ".

The same opinion was also expressed by the Staff at the State Civil Service and Human Resource Development Agency based on the results of interviews on July 10, 2018 on the development of social-cultural competencies, that "on the social-cultural competencies, it usually depends on the personalities of each employee, but employees here are always safe which means even though we are different in terms of religion and culture, but we can still cooperate well.

Likewise, the opinions expressed by the staff of the Transfers Division at the State Civil Service and Human Resources Development Agency based on interviews on July 13, 2018, related to the development of socio-cultural competencies suggested that "in fact the development of socio-cultural competencies must be given to employees, but the implementation has not been optimal, fortunately we live in Indonesia which is very strong with Bhinneka Tunggal Ika (different but still one), in Papua, mainly in the State Civil Service and Human Resources Development Agency, each section usually consists of employees who have different ethnicity, culture, and religion but they still respect the diversity ".

Similarly, the results of interviews with the Head of Data and Information Procurement Sub-Division on July 9, 2018 related to the Social Development of the employees at the State Civil Service and Human Resource Development Agency stated that "For the development of socio-cultural competencies so far it has not been optimally given to employees, but to respect diversity and communicate politely, we in Papua always instill in their mind to respect each other, among the employees and the society".

To validates the data, the researcher then conducted a triangulation interview with the head of the State Civil Service and Human Resources Development Agency on July 16, 2018, which stated

that "in Government Regulation Number 53 of 2010 related to excellent service delivered during the Education and Training for the new employee and during the morning and afternoon assembly, the staff are able to communicate politely to fellow employees and the society, and always prioritizes the approach of faith in working and respecting diversity, even though the development related to social culture should be further improved, because of the conditions in Biak Numfor Regency with various ethnicities and religions that could affect the organizational environment ".

The same thing was stated by several employees at the State Civil Service and Human Resource Development Agency through a Focus Group Discussion (FGD) which said that "the development of social-cultural competencies can be given to the employees through socialization and BIMTA (Mental and Spiritual Guidance) which is guidance related to how to respect diversity and build togetherness with a large cultural diversity and not arrogant and has low social value as is often known by the Papuan with the term "AYAKADA" or "IKADAH" which means "I may or I can ", and" AYAINI "which means" I have this ". Simply, the sentences mean that cooperation and respect for diversity and having humble behavior are keywords to success in organizations.

Based on the results of interviews above, it can be concluded that the development of the socio-cultural competencies of the employees at the State Civil Service and Human Resource Development Agency of Biak Numfor Regency of Papua Province has been carried out through 1) BIMTA (Mental and Spiritual Guidance) related to how employees behave well and are useful and respect diversity within the organization, 2) JUMAT BELI (clean Friday environment) that is the activity of encouraging employees to spend their time visiting the society such as the village, distant districts (sub-districts) and teaching them about how the staffing in the area is related to the environment and religion, 3) Leadership advice through meetings and assembly, which is in the form of directives to build kinship in the organizational environment without seeing the differences in race, physical condition and religion, 4) 4-stages leadership training.

Despite its importance and useful in organization life, the implementation of this development program has not been optimal. However, there are still few efforts could be done to improve the development of socio-cultural competence in the organization such as through education and training, seminars, courses, and special upgrading. In addition, socialization related to the local values of the Papuan people must also be of particular concern to improve the

competence of the employees, namely: 1) Diversity and togetherness, 2) Value of nationalism, 3) Mutual respect, 4) KASIH (carrying out tasks with heart and working with trust), 5) MOB (friendly), 6) Kinship, 7) Mutual respect, honesty and courtesy, and 8) Prioritize the value of faith in work by understanding the value of togetherness with cultural diversity that is large and varied and not high-minded and has low social value.

Employees who acquire an understanding of cultural norms and customs in the environment where will be more careful in the context and will conduct practices needed to improve the future and achieve better organizational goals. Kiberenge & Elizabeth (2016, p. 151) stated that the work environment is the major determinant in the performance of employees in an organization. The importance of developing the cultural competence of the government employees in the State Civil Service and Human Resources Development Agency of Biak Numfor Regency of Papua Province would increase the awareness in terms of cultural diversity among the members of the organization based on race, ethnic, profession, class, and its relationship to certain communities. Social competence can be seen in the internal environment such as motivating the human resources and/or encourage the society participation in order to increase work productivity, or something that related to the external environment such as partnership, collaboration and network development with various institutions in order to improve the performance of the organization, including how to show sensitivity to human rights, socio-cultural values and responsiveness to the aspirations and dynamics of the society.

It is very important for government employees to understand the context in which they work. Without cultural intelligence, it will have an impact on work within the organization, because the government employee who does not understand the cultural context in which they are placed will work without any goals and will not care for better goals to increase the ability to cover knowledge, attitudes, values and social skills in the implementation of basic tasks, responsibilities or positions held by him. Frinaldi & Embi (2011, p. 63) argues that values and beliefs are the things that underlie people behavior at work. Value means the basic assumption of what is the goal or desire.

Organizations with cultural diversity are organizations in which there are many cultural groups. The concept of ethnic groups closely related to race and ethnicity was first developed by anthropologists during the early 20th century. Furthermore, Laird (2008, p. 30) suggested that culture is not a collection of unvarying values and traditions. Cultural values can be modified through

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the development of cultural competencies of the government employees so that they are able to adjust to the demands of advances in science and technology, as well as improve work efficiency and productivity in organizations. Buradum & Anita (2018, p. 65) in their research conclusions explains how organizations can harness diversity in workgroups to achieve group cohesiveness to maximize success potentials of the organization.

In addition to education and training, seminars, courses, and special training related to social-cultural competence and socialization related to the local values of the Papuan people, a social approach model is also important to note that the employees at the State Civil Service and Human Resource Development Agency of Biak Numfor Regency of Papua Province can familiarize themselves to work with the family system and always build good cooperation in the organization and are willing to accept changes that occur in the social environment that can improve the employees competence which affects the quality of service become better.

Abdussamad (2014, p. 43) stated that competence explains what people do at work at various levels and details the standard of each level, identifies the characteristics, knowledge, and skills needed by individuals that enable them to carry out their duties and responsibilities effectively so as to achieve professional quality standards at work, covering all aspects of performance management records, specific skills and knowledge, attitudes, communication, applications, and development. While Bernardin & Russell (2013, p. 43) suggested that people who have the potential and competence are people who have knowledge, skills, abilities, and others.

In addition, the social approach model also emphasizes employees in terms of faith and teaches discipline in carrying out their duties and functions. Vazirani (2010, p. 123) explains that competence refers to a person's fitness with reference to his or her job. Furthermore, Clardy (2007, p. 344) stated that in general, a core competence is an organizational capability to perform some aspect of a production function in a manner consistently superior to its competition that in turn leads to above-average organizational performance.

Basically, the creation of the socio-cultural competence of the government employees is not only derived from the thoughts they have but also due to the interaction between the employees and their environment by establishing good communication to build social relationship among employees or the society. Social change is a change that occurs in the structure, social elements, culture, functions, and institutions in a society and these changes occur due to the flow of urbanization and

modernization. Socio-cultural change is a change that occurs in the social elements and cultural elements in people's lives (Yuristia, 2017, p. 5). To create change within the organization, the cultural values of others and their norms must be recognized, because culture is something that is very important to learn the actions or behaviors of others in order to avoid the formation of conflicts in organizations. Sartika (2016, p. 1090) suggests that one of the socio-cultural sub-competencies is the building of social networks, namely the ability to build social interactions or reciprocal relationships that produce a process of influence or individual influence between groups or between individuals and groups.

The socio-cultural understanding in Papua, especially in Biak Numfor Regency, is widely known by the public. Although ethnically, linguistically, and religiously different from the Papuan people, there are no rigid boundaries between one cultural region to another. This is supported by the Ranan's theory which has opened up new ways to clearly see how Papuan and Indonesian nationalism is sown, grown, and developed in Papua.

Meteray (2013, p. 272) explains that the difference in Papuan society which consists of various ethnic groups can be united through the events of December 1, 1961. Nevertheless, in the current era of globalization, the government employees in government organizations must be given full attention, especially in uncertain-environmental conditions as the main asset in the formation of the competence of employees, because socio-cultural competence is not only about the employee who is able to identify or find out the differences between culture and respect diversity, but also it requires the ability to interpret the situation in order to make an appropriate response to new cultures and social changes that occur by improving the effectiveness and productivity in the process of achieving the organization goals.

In addition to some of the development models outlined above, development regulations must also be the main concern at the State Civil Service and Human Resources Development Agency of Biak Numfor Regency of Papua Province. It is very important because the development provided can be in accordance with the needs of every government employees in their position and adapted to needs that basically needed in the organization.

IV. Conclusion
The development of socio-cultural competence has been given to the government employees at the State Civil Service and Human Resources Development Agency of Biak Numfor Regency of

Papua Province. However, the efforts of development have not been able to form the dynamics of the organization with the government employees who has multinational values that can follow changes and developments in current globalization era. Models of social development and approaches through education and training, seminars, courses, and special training related to socio-cultural competencies as well as recognition related to the local values of the Papuan people must also be the most important concern to improve the employees theoretical, conceptual and moral skills.

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