Is The Mastery of Work Enough? A View of Public Service Sectors in Greater Jakarta

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Abstract

Public Service Sectors require professional and innovative public officers to support economic growth. Multiple regression is used in this study to examine the research hypotheses of knowledge-intensive public services in the Indonesian Development Department in Greater Jakarta. The empirical findings demonstrate that knowledge development and pro-social behaviour are significantly associated with knowledge-intensive public services. While training and development are essential tools for improving public sector officers' knowledge, when knowledge development and pro-social behaviour are combined, they can have a greater significant impact in developing knowledge-intensive public services. Furthermore, the research revealed that knowledge development alone is insufficient to ensure qualified public service officers in the public sector. In conclusion, a more significant impact on knowledge-intensive public services can be achieved when knowledge development is combined with pro-social behaviour.

Keywords
Public Sector, Knowledge, Training, Development, Pro-Social Behaviour, Knowledge-Intensive

1. Introduction
Today's organizations have become fast-growing in both the private and public sectors. In highly complex situations, all employees must exhibit behaviours beyond their established tasks. Therefore, government organizations must develop or adopt new strategies to ensure that services are delivered on time and well managed (Tamrin & Sadapotto, 2021).

Human capital is a vital function in the public sector to be established and implemented by state departments to ensure that organizational goals are met (Singh & Singh, 2019). Moreover, service management has developed an excellent strategic concept for private and public sectors (Ambe & Maleka, 2016). It demonstrates that private and public sector organizations have a lot in common when promoting service initiatives (Razak et al., 2016). As a result, private or public sectors must invest in human capital as the foundation for service delivery.

In human resources management, the term "human capital" refers to the abilities, competence, and motivation of individuals (Ali et al., 2021). Individual capabilities, interactions, behavioural patterns, and processes are part of a

more extensive collection of knowledge-based practices. When an organization creates activities based on knowledge, it allows its members to make the most of their abilities, strengths, ideas, and dedication (Ismail & Yusof, 2010).

One way to support the government in providing professional civil service officers is to optimize training and development. Employee training is a technique that organizations use to mold their employees' competencies and help them reach their full potential. It is a systematic process of changing work behaviour and levels of competencies (knowledge, abilities, and skills), including employee motivation. It aids in closing the gap between subjective qualifications (the ability to act and use competencies to meet the organization's goals) and objective qualifications (the highest level of education completed, and requirements imposed on employees) and increasing labor productivity. Organizations can use training activities that can be done in the workplace or in other environments (Urbancová et al., 2021). Training and development also provide a mechanism for knowledge creation exchange and drive organizational change and renewal (Urbancová et al., 2021).

A previous study showed that employee competencies (knowledge, skills, and abilities) increase because of training and development or investment. The knowledge base of the entire organization grows as a result. The efficacy of training and development is the relationship between the effects of training, resources, and staff efforts connected with accomplishing it (Urbancová et al., 2021). Another study demonstrated a positive relationship between the training program and trainee performance (Devi & Shaik, 2013). Previous studies also show that an organization where employees are actively involved in learning and development would become a knowledge-intensive organization. Development also includes the process of learning and helping others learn by facilitating learning processes between individuals and groups, whether structured or unstructured (Armstrong, 2015). In addition, prior studies showed employee training directly affects motivation and work behaviour (Urbancová et al., 2021). Furthermore, training and development of employees can therefore help the overall strategy of organizations to be a systemic change in work behaviour and competency levels, including knowledge, skills, and abilities (Elena et al., 2021; Marcos et al., 2020; Scott & Sulsberger, 2019; Urbancová et al., 2021).

An organizational structure that inspires and nourishes employees' learning and personal development is a workplace that thrives on a knowledge-based organization. When employees flourish in the corporate learning environment, they are usually engaged in learning and development. They are also more likely to contribute beyond their job description (Grego-Planer, 2019; Qiu et al., 2020). Those work behaviours have a potentially significant impact on the organization's success. For example, when employees view themselves as good state citizens, they are inspired to do things that benefit their colleagues and the organization. In these cases, the person who performs these activities does not expect any personal benefit (Grego-Planer, 2019; Qiu et al., 2020). Those behaviours are essential aspects of employee working attitudes known as employee citizenship, organizational citizenship (OCB), or pro-social behaviour (Grego-Planer, 2019; Qiu et al., 2020). Previous research shows that OCB are voluntary activities that go beyond employees' duties and obligations and have a significant impact on the overall organization's performance. While OCB is not consistently recognized directly and formally by the company, for example, with pay raises or promotions, , it can and does indirect impact to create a sustainable organization (Grego-Planer, 2019; Jiang et al., 2017; Ko et al., 2018; Qiu et al., 2020; Thiruvenkadam & Durairaj, 2019).

A public sector organization as a non-profit requires officers who can perform their duties without expecting any personal benefit. In other words, a public sector organization established with a focus on social good rather than financial gain (Karlsson & Wiberg, 2017; Lückenbach et al., 2019; Lurtz & Kreutzer, 2017; Prada, 2019). The mission of public sector organizations is to meet the needs of the public while also providing high-quality services that are both accessible and affordable (Balabonienė & Večerskienė, 2015). As a result, public sector organizations must better organize their performance and meet the needs of their users (Balabonienė & Večerskienė, 2015). Furthermore, public sector organizations must assemble a professional team to improve efficiency, reduce costs, improve quality, and encourage greater accountability (Andersen et al., 2016; Tajeddini, 2011; van Helden & Reichard, 2013; Wynen et al., 2016).

1.1 Objectives

This study aims to examine and identify the significant relationship between knowledge development and pro-social behaviour in the context of supporting a knowledge-intensive public sector in Greater Jakarta, Indonesia. Since research on organizational citizenship behaviours and knowledge development rarely considers the impact of organizational type on the manifestation of citizenship behaviours and knowledge-based organization. Therefore, this research aims to contribute to existing research on service performance in public sectors since only a few studies have

been conducted. First, the research identifies the enablers of service performance that serve as the foundation for the professional public service team. These enablers include hard, hard skills (knowledge) and soft skills (pro-social behaviour). Then, the research examines the effect of those enablers on public sector organizations as the research analysis unit.

2. Literature Review

2.1 Knowledge-Intensive Public Sector Organization
The public sector is a non-profit organization. In addition to pursuing success and fulfilment, public policy engagement should be an inextricable part of the quest for success and individual satisfaction. The second dimension is inextricably connected to the drive or ability to serve the public interest. It is along with caring or empathic feelings distinguished by a desire to help others. This dimension is shown by the staff who serve the group, exhibiting patience (Rafsanjani et al., 2019; Valor-Segura et al., 2020).

Finally, the attitude of loving one's country (patriotism), being responsible for one's duties, and remaining faithful to one's country are all components of the mindset of self-sacrifice. Public sector employees should be service-oriented, without focusing on finances, and genuinely invested in their work. They should be motivated by their work's unique benefits and compensation (Rafsanjani et al., 2019; Valor-Segura et al., 2020). Public sector organizations must build a professional team dedicated to improving efficiency, lowering costs, raising quality, and encouraging greater accountability among their employees (Andersen et al., 2016; Tajeddini, 2011; van Helden & Reichard, 2013; Wynen et al., 2016).

Additionally, previous research indicates that an organization that actively engages its employees in learning and change is sustainable. A knowledge-based organization thrives in an organizational structure that inspires and nurtures employees' learning and personal development. When employees flourish, they are typically more engaged in learning and development and are also more likely to contribute beyond the scope of their job description (Grego-Planer, 2019; Qiu et al., 2020). At the same time, knowledge-based activities enable members to optimize their talents, strengths, and ideas (Ismail & Yusof, 2010). They also help members to build a wide range of new skills and capacities by integrating existing abilities with new ones and applying them in new ways (Zhao et al., 2018). Finally, it creates an active learning environment to support self-directed or independent learning, creating a knowledge-intensive public sector organization (Armstrong, 2015).

2.2 Knowledge Development
Professional Development in public sector organizations will support the availability of civil service officers with a holistic view of those services. It will make it possible for a public service organization to improve productivity. It has made a point of focusing on the management of long-term sustainable public services. Furthermore, the civil service officers will learn about a new field. It means future civil service officers will have excellent capabilities. It will improve as they become the future public service leaders and executives of a public service organization in various sectors. Providing public sector organizations with professionals who are already trained in the field would be an excellent way to help a country's development effort (Elena et al., 2021; Marcos et al., 2020; Scott & Sulsberger, 2019; Urbancová et al., 2021). Previous research showed that the most sustainable organization has employees who are active participants in learning and change. Working in a vibrant, thriving environment is on the rise (Grego-Planer, 2019; Qiu et al., 2020).

2.3 Pro-Social Behaviour
Organizational citizenship behaviours (OCBs) are unstructured and broad employee behaviours that aren't specific to any particular job, aren't found in a contract, and are beneficial to the company. They do these things because they want to help their co-workers and the company, not receive rewards. Scholars can classify citizenship behaviours into seven different categories: civic virtue, individual initiative, self-development, altruism, sportsmanship, loyalty, and compliance (Alshaabani et al., 2021; Grego-Planer, 2019; Qiu et al., 2020). Nowadays, public organizations have become fast-growing, but they are also highly complicated, requiring all employees to engage in behaviours beyond their stated responsibilities. It can substantially impact the organization's overall success (Grego-Planer, 2019; Qiu et al., 2020).

Numerous studies published in the organizational literature emphasize the advantages of OCBs. For example, employee engagement in OCBs has improved knowledge sharing and work performance (Grego-Planer, 2019; Qiu et al., 2020). At the same time, OCB also means that employees willingly contribute numerous creative solutions to challenges. It also means self-development to enhance their knowledge, skills, and talents to contribute more effectively to the organization (Grego-Planer, 2019; Qiu et al., 2020).

This study aims to identify the enablers that significantly impact the knowledge-intensive public sector. Thus, according to the researchers and through a detailed literature search, the following hypotheses are reached (Figure 1)

H1:   Knowledge development has a significant impact on knowledge-intensive public sector organizations.
H2:   Pro-social behaviour has a significant impact on knowledge-intensive public sector organizations.
H3:   Knowledge development and pro-social behaviour significantly impact knowledge-intensive public sector organizations simultaneously.
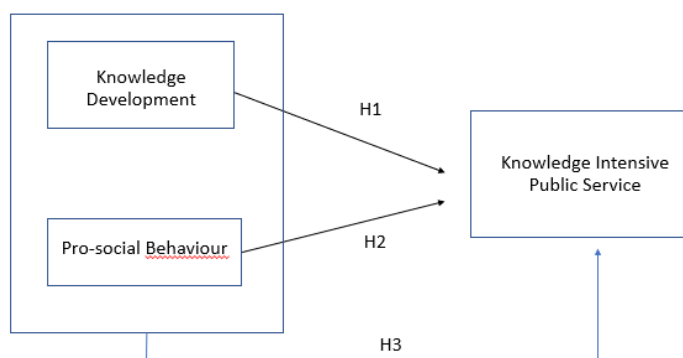

Figure 1. Research Framework

3. Methods

This deductive research has a descriptive purpose, with the objective of testing hypotheses, achieved by a quantitative approach, testing the variance and dependence of knowledge development and pro-social behaviour in knowledge-intensive public sector organizations. Furthermore, the research uses a positivist methodology.

In terms of sampling strategy, the population of Indonesian civil service officers of the Human Resources Development Agency of the Ministry of Internal Affairs is 535 people. Therefore, researchers have used purposive random sampling. Of the 160 participants selected, the researchers had received 110 questionnaires. Regarding the collection of research data, primary resources were collected through questionnaires and secondary resources (publications, websites, articles, and Internet organizations) and unstructured interviews.

A 47-item questionnaire was designed, which consisted of two parts. The first section includes information about the individual's demographics. The second part measures the independent and dependent variables. Knowledge-intensive public sector organization with 16 elements adopted and obtained from (Andersen et al., 2016; Tajeddini, 2011; van Helden & Reichard, 2013; Wynen et al., 2016). Knowledge development with 15 elements adopted and obtained from (Elena et al., 2021; Marcos et al., 2020; Scott & Sulsberger, 2019; Urbancová et al., 2021), where pro-social behaviour was measured by 17 elements adopted and obtained from (Alshaabani et al., 2021; Grego-Planer, 2019; Qiu et al., 2020). Each item in the survey uses a five-point Likert scale ranging from "1 - strongly disagree" to "5 - strongly agree". Data analysis included data collection, sample description, descriptive analysis, correlation, and multiple regression analysis.

4. Data Collection

Sample characteristics as mentioned above, 110 valid questionnaires were collected from employees. From the results of the descriptive statistics of the research sample, 70 percent of the sample are men, which means that the sample has characteristics of masculinity. Most of those surveyed were between 21 and 35 (45 percent). Additionally, respondents' academic diplomas and bachelor's qualifications prevailed (75 percent).

Employees with between 1 and 10 years of work experience had a response rate of 49 percent, followed by 22 percent of respondents with 11 to 20 years of experience. The average length of employee assignments ranged from 21-30 and over 31 years, at 21 and 8 percent. Finally, most employees are generally young managers (29 percent).

5. Results and Discussion

5.1 Validity and reliability

Validity is the level of reliability and validity of the measurement instrument used. The instrument is valid. It means that the measuring instrument used to obtain the data is valid to measure the concepts of knowledge-intensive public sector organization, knowledge development, and pro-social behavior. Cronbach's alpha was used to determine the internal consistency of variables quantified by numerous items. As seen in Table 1, all variables had values more than the 0.7 minimum requirement.

Table 1. Variables' reliability

Variable	Dimensions	No. of cases	No. of items	Alpha
Knowledge Intensive Public Sector Organization	Efficiency	47	06	0.856
	Effectiveness	47	06	0.817
	Innovativeness	47	04	0.654
Knowledge Development	Course Material	47	03	0.775
	Retention of material	47	05	0.732
	Course Conformity	47	08	0.864
Pro-Social Behavior	Civic Virtue	47	06	0.892
	Self-Development	47	08	0.785
	Compliance	47	03	0.852

5.2 Hypotheses testing

A correlation test seems required before regression analysis to determine the effect of the independent research variables on the dependent variable. A Pearson correlation matrix may be used to visualize and explain these connections. As shown in Table 2, all factors are strongly linked to the knowledge-intensive public sector organization, particularly knowledge development (Table 3). Multiple regression analysis was used to investigate the estimated coefficients of causal relationships between the research's constructs to examine the impact of the independent variables knowledge development and pro-social behavior on the dependent variable knowledge-intensive public sector organization. The following are the results:

Table 2. Pearson Correlation Coefficients

Variables	Coefficient
Knowledge Development	0.625**
Pro-social Behavior	0.304*

[1] Notes: *Correlation is significant at the 0.05 level (two-tailed);
**Correlation is significant at the 0.01 level(two-tailed)

Table 3. Multiple regression results

R^2: 0.486 Adj R^2: 0.469		F-statistic: 14.632 Probability: 0.000	
Variable	Coefficient	T-statistic	Significance
Knowledge Development	0.229	2.019	0.004
Pro-social Behavior	0.158	3.158	0.002

The results indicate that the R2 value is 48.6 percent significant at 1%. Thus, at both the 1% and 5% significance levels, the study variables, knowledge development, and pro-social behavior significantly affect intensive public sector organizations. Thus, these regression results are acceptable.

5.3 Discussion

As a result of the increasing number of people entering the workforce, Public Service Sectors need professional state institutions to support economic growth and success. According to the research findings, knowledge development and pro-social behavior are closely associated with the knowledge-intensive public sector organizations, particularly knowledge development of public sector employees. Moreover, they corroborate prior research, which discovered that public sector workers who are already trained in the field would effectively assist a country's development efforts (Elena et al., 2021; Marcos et al., 2020; Scott & Sulsberger, 2019; Urbancová et al., 2021).

The study's findings revealed that knowledge development alone is insufficient to ensure the long-term sustainability of knowledge-intensive public sector organizations. Knowledge development has a more significant impact on knowledge-intensive public sector organizations when accompanied by pro-social behavior. According to the research findings, knowledge development, followed by pro-social behavior, has the most significant impact on knowledge-intensive public sector organizations. The results of this study support the previous findings that OCB can make employees willing to contribute numerous creative solutions to problems. Also, they invest in self-development to improve their knowledge, skills, and talents and thus contribute more effectively to the organization (Grego-Planer, 2019; Qiu et al., 2020).

The study concludes that the public sector organizations should innovate the most efficient means of providing superior service to the public. To create a knowledge-intensive public sector organization, all public sector employees must first acquire the necessary technical skills to support day-to-day operations. The essential skills can be developed through service orientation training and development. Meanwhile, the empirical finding shows that professional development should be supported by the pro-social behavior of civil service officers. It implies that public sector employees who are willing to go above and beyond the call of duty will win the service quality for the governmental entity. It is consistent with the public sector's ethos of not seeking profit but rather offering the best services to society as the public sector is a nonprofit organization.

Public sector engagement should be a part of the pursuit of success and contentment. In addition to feelings of love or empathy, a desire to help others can be seen in the public service officers who serve the public patiently. Finally, the attitude of love for one's country (patriotism), accountability for one's responsibilities, and loyalty to one's country are components of the nationalism mindset. Employees in the public sector should be service-oriented, not profit-oriented, and sincerely invested in their work. They should be motivated by the perks and rewards associated with their jobs. The research findings imply that the government should make the service-oriented individual a symbol of the government employees' nationality. In the long run, this will reduce the desire for corruption and will indirectly benefit the people and society. Also, the service-oriented individual should be an essential component in selecting civil service employees.

6. Conclusion

Knowledge development in public sector companies will help ensure that civil service personnel can provide these services with a holistic perspective. Knowledge development should aim to address the development challenges of knowledge-intensive public sector organizations with various knowledge assisting in knowledge-based activities. The knowledge acquired in knowledge development must be strategically aligned, crossing the strategic vision with competencies and activities with critical knowledge. Therefore, it is imperative to use knowledge based on different criteria, transform strategic and essential knowledge, and transfer it to learning.

Pro-social behavior is unstructured employee behavior that is not job-specific, is not contractually regulated, and benefits the organization. It requires employees to carry out their responsibilities out of a desire to assist their colleagues and the business, not for personal gain. It assists organizations in the public sector that rely heavily on knowledge.

The research limitations include the small sample size of the public sector. The research findings are based on responses to a questionnaire survey provided by representatives of the organizations. A further in-depth examination of the organizational problem should bolster the research's significance. It is critical to place the observation inside another public sector context for the research to draw generalized findings from those samples. Additional research should be conducted to determine how training efficacy findings are integrated into firms' strategic plans, training programs, and employee career plans.

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