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# IMPLEMENTATION OF THE POLICY OF PROCUREMENT OF GOVERNMENT EMPLOYEES WITH WORK AGREEMENTS (PPPK) IN THE ENVIRONMENT OF SMPN 8 BATHIN SOLAPAN

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## ABSTRACT

This study aims to analyze the implementation of the procurement policy for Government Employees with Employment Agreements (PPPK) within SMPN 8 Bathin Solapan. The background of this research departs from the need to improve teacher professionalism and the equal distribution of educators which is still not optimal. The research uses a qualitative approach with data collection techniques through interviews, observations, and documentation, as well as data validation using triangulation. The results of the study show that the implementation of PPPK policies in general is going well, especially from the aspects of coordination and communication between agencies that support the effectiveness of implementation. This policy has a positive impact on teacher motivation, professionalism, and welfare. However, there are still obstacles such as the mismatch between the field of study and the subjects taught and the inequality of the distribution of teachers between subjects. It is necessary to evaluate the recruitment and placement mechanism of PPPK personnel to be more in line with the professional competence of teachers. Overall, PPPK policies have the potential to improve the quality of human resources in the education sector through equity, transparency, and improvement of educator welfare.

## INTRODUCTION

Teachers are very valuable for the progress of the development of a nation and human civilization. The most important role of national development is human resources and the most important role for national development in the field of education is teachers. (Zakiah et al., 2023)

National development in the field of education is an effort to educate the life of the nation and improve the quality of Indonesian people who have faith, piety, and noble character as well as master science, technology, and art in realizing an advanced, just, prosperous, and civilized society based on Pancasila and the 1945 Constitution of the Republic of Indonesia. According to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is explained that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, primary education, and secondary education. (Alfitra, 2023)

Bureaucratic reform is carried out to change various things in the bureaucracy in order to meet public expectations. One of the fundamental changes is in Human Resources (HR) management. Human resources as one of the important factors in supporting the existence of the bureaucracy, but in reality there are still many problems faced, for example, the low competence of employees which further has an impact on the low performance of the bureaucracy in general. With serious problems about human resources in the bureaucracy, reform in the field of human resources should be an urgent agenda for the government to realize a professional and accountable bureaucracy. (Mauludin, 2022)

After Law Number 8 of 1974 concerning Civil Service Principles was amended by Law Number 43 of 1999, then Law Number 5 of 2014 article 52 concerning the State Civil Apparatus was born which divided ASN Employees into Civil Servants (PNS) and Government Employees with Employment Agreements (PPPK), after which there was Government Regulation Number 11 of 2017 concerning Civil Servant Management (Statute Book of the Republic of Indonesia Number 63 of 2017, Supplement to Statute Book of the Republic of Indonesia Number 6037), followed by the issuance of Government Regulation of the Republic of Indonesia Number 49 of 2018 concerning the Management of Government Employees with Employment Agreements, the most recent is the existence of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 28 of 2021 concerning the Procurement of Government Employees with Employment Agreements for Teacher Functional Positions in Regional Agencies in 2021.

According to (Qomarani, 2020) that "personnel reform is one of the important activities of the entire series of bureaucratic reform activities of a government". In order to implement personnel management for ASN employees, an ASN management is needed, which is the management of ASN to produce ASN employees who are professional, have basic values, ethics, profession, free from political intervention, clean from corrupt practices, collusion, nepotism. ASN management can be divided into two, namely civil servant management and PPPK management.

Based on the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform No. 28 of 2021 concerning the Procurement of Government Employees with Employment Agreements for Teacher Functional Positions in Regional Agencies in 2021, Government Employees with Employment Agreements, hereinafter abbreviated as PPPK, are Indonesian citizens who meet certain conditions, who are appointed based on a work agreement for a certain period of time in order to carry out government duties. Furthermore, based on the Regulation of the Director General of Teachers and Education Personnel No. 2767 of 2021 concerning Technical Guidelines for the Implementation of the Selection of Government Employee Procurement with Work Agreements for Teacher Functional Positions in the Regional Government in 2021 concerning Teacher Functional Positions, hereinafter referred to as JF Teachers, are positions that contain functions and duties that include educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education pathways of formal education, primary education, and secondary education, and the selection of PPPK for JF Teachers is an activity to meet the needs of teachers in kindergartens, elementary schools, junior high schools, high schools, vocational high schools, and special schools. (Syahputra, 2024)

Secretariat of the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology (Kemdikbudristek), Nunuk Suryani said that Indonesia lacks 1 million teachers in public schools this year, this number will continue to grow, and until 2024 there can be a shortage of up to 1.3 million teachers. The number of formation determinations for PPPK teachers based on data from the Ministry of State Apparatus Empowerment and Bureaucratic Reform (KEMANPAN-RB) on May 22, 2021 is 525,667. (DIRECTOR GENERAL OF TEACHERS AND EDUCATION PERSONNEL) Acting Assistant Deputy for Planning and Human Resources Procurement of the KEMANPAN-RB apparatus, Katmoko Ari Sambodo, said that of the total PPPK teacher formations of 525,667, as many as 128,631 were proposed by 34 provinces and 397,036 from 487 district/city governments. The city of Pekanbaru is one of the regions in Riau that has been and is intensively supporting the implementation of this PPPK policy.

The allocation of CPNS and PPPK formations in Pekanbaru City has opened the most formations for teachers. According to Decree Announcement No. 810/BKPSDM/2021/945 concerning the Selection of Candidates for State Civil Apparatus in the Pekanbaru City Government in 2021, the total allocation of formations is 313 formations with PPPK teachers as many as 243 formations, while for 2022 the Pekanbaru City Government will again add 260 teacher PPPK formations where the focus of the Pekanbaru government is very clear by solving teacher problems in Pekanbaru. (Hanamunika et al., 2020)

Table 1.1. PPPK Teacher Data in 2025

Number of PPPK teachers at SMPN 8 Bathin Solapan	22 of 35 Teachers
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## **LITERATURE REVIEW IMPLEMENTATION**

According to Grindle (1980: 7) implementation is a general process of administrative actions that can be studied. at the level of a special program. Goals and objectives have been set, the program of activities has been prepared, and funds have been prepared and distributed, then a new implementation process will begin(Akib, 2010).

## **POLICY**

The terms "wisdom" and "policy" have many meanings. Hogwood and Gunn mention ten terms used in policy, as quoted by Parsons (2005:15). for the field of activity, as an expression of the general purpose or activity of the country that is expected, as a special proposal, as a government decision, as a formal authorization, as a program, as an output, as an outcome, as a theory or model, and as a process. In the contemporary context, the term "policy" is defined as a set of actions or plans that have a political purpose.

Policy involves behavior as well as intent; it can be an action or a non-action; it refers to a series of actions that aim and have expected future results; And it also points to a series of actions that come from a process that involves relationships between organizations. Policy also involves policy agents(Handoyo, 2012).

## **PROCUREMENT**

One of the ways that an organization can attract qualified human resources and meet the required criteria is through the procurement and recruitment of employees. By doing this, organizations can

Using more capable human resources to regenerate its human resources, so that the company can gradually improve the quality of its employees through procurement and recruitment(Pratama et al., 2022)

## **PPPK**

One type of government employee with an employment contract (PPPK) is an employee protected by Law of the Republic of Indonesia Number 20 of 2023 concerning civil servants. According to the law, ASN consists of two types of employees: public workers (PNS) and PPPK. The place of PPPK in the recruitment system has several unique characteristics:

1. PPPK is not a permanent employee like a civil servant; They are appointed under employment agreements for a certain period of time, which can be extended according to the government's requirements
2. PPPK has a clear legal status in the state civil service system, but they are very different from civil servants, especially in terms of pension rights and job security(Sebtianingsih et al., 2024)

## **RESEARCH METHODS**

The research used a qualitative method. The results collected were in the form of primary and secondary data. The technique for data collection uses interviews, observations, and documentation, and data validation uses triangulation techniques (Moleong, 2010). Research informant of PPPK SMPN 8 Bathin Solapan teachers in the Bathin Solapan Subdisdrikt.

## **RESULTS AND DISCUSSION**

### **Communication Between Agencies in the Implementation of PPPK Procurement Policy at SMPN 8 Bathin Solapan**

Based on the results of an interview with one of the teachers at SMPN 8 Bathin Solapan The consistency of communication between institutions in the implementation of educational programs shows a fairly good continuity. This reflects the joint commitment of various parties in maintaining the coordination and sustainability of education policies. However, in its implementation, the Government Employees with Employment Agreements (P3K) program still faces a number of problems that need further attention. One of the main obstacles is the limited number of available P3K personnel, so that they have not been able to meet the needs in all subject areas. In addition, there is a phenomenon of the accumulation of educators in certain subjects, while several other subjects actually experience a shortage of teachers. This inequality shows that the aspect of equitable distribution of teaching staff has not been fully optimal and still requires more strategic arrangement.

Nevertheless, efforts to improve the quality of communication and collaboration between agencies continue to run continuously. This is a positive indicator that coordination between stakeholders in the education sector is still effective. The sustainability of this communication is expected to be the basis for the preparation of a more comprehensive improvement strategy, especially in overcoming the inequality of educators and strengthening the effectiveness of the implementation of the P3K program. Thus, synergy between policies, communication, and implementation in the field is a key factor in realizing a more equitable, efficient, and sustainable education system.

### **Motivation to implement policies according to expected goals**

The appointment of Government Employees with Employment Agreements (P3K) has a positive impact on increasing the work motivation of educators. This policy is not only a form of appreciation for the performance and dedication of honorary teachers, but also serves as a strategic instrument in strengthening the professionalism of educators. With a clearer employment status and better welfare guarantees, teachers tend to show a higher commitment in carrying out their duties and responsibilities. This increase in motivation is expected to be able to encourage the creation of a productive, innovative, and oriented work environment that improves the quality of learning in educational units.

Furthermore, the appointment of P3K also has implications for the achievement of sustainable national education goals. With the increase in motivation and stability of educators, it is hoped that the learning process can take place more



effectively and be able to meet the competency standards that have been set. In addition, this policy can be a stimulus for the creation of a healthy and collaborative work climate in the school environment. In a broader context, increasing teacher motivation through the P3K program has the potential to strengthen the quality of human resources in the education sector, so that the goal of inclusive and globally competitive education development can be optimally achieved.

### **Have the Standard Operating Procedures (SOPs) been implemented properly?**

Although the implementation of educational activities has been guided by the Standard Operating Procedures (SOP) set, its implementation in the field still faces a number of limitations. Efforts to adjust the implementation process to the applicable provisions continue to be made, but in practice there are still some shortcomings that need attention. One of the main problems lies in the distribution of educators, where there is a buildup of teachers in certain subjects, while other fields of study experience a shortage of teaching staff. This condition indicates that the system of placement and equitable distribution of human resources in the education environment has not been fully effective and requires further evaluation.

In addition, there is also a phenomenon where some P3K teachers teach subjects that are not fully in accordance with the background of their field of study. This inconsistency has the potential to affect the effectiveness of the learning process and the achievement of student competencies. In the context of education management, this situation shows the need to optimize the recruitment and placement mechanism of teachers to match their academic qualifications and professional competencies. Thus, improving the quality of education does not only depend on the availability of educators, but also on the suitability between the competence of teachers and the field of tasks carried out, as mandated in the policy of improving the quality of human resources in the education sector.

### **CONCLUSION**

The results show that the policy of procurement of Government Employees through Employment Agreements (PPPK) at SMPN 8 Bathin Solapan as a whole has been running well, especially in terms of coordination and communication between agencies. This policy increases the motivation and professionalism of teachers, especially for teachers who previously had honorary status. The PPPK program improves the performance and commitment of teachers in carrying out educational tasks by providing a clearer employment status.

However, there are still some obstacles that hinder the implementation of the field. The mismatch between the teacher's field of study and the subjects taught and the mismatch in the distribution of educators between subjects are the main problems. This condition shows that the Standard Operating Procedures (SOP) applied when recruiting and hiring teachers have not been implemented optimally. Therefore, the procurement and placement system for PPPK personnel must be evaluated and strategically planned to suit the professional competence of each teacher.

Overall, the PPPK policy is supported by a transparent implementation mechanism, equitable distribution of educators, and sustainable capacity building and teacher welfare has great potential to improve the quality of human resources in the education sector.

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