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Universiti Teknologi MARA**

**Competency Level Assessment (PTK): Perception of the  
Royal Malaysian Custom's Staff in Kuching**

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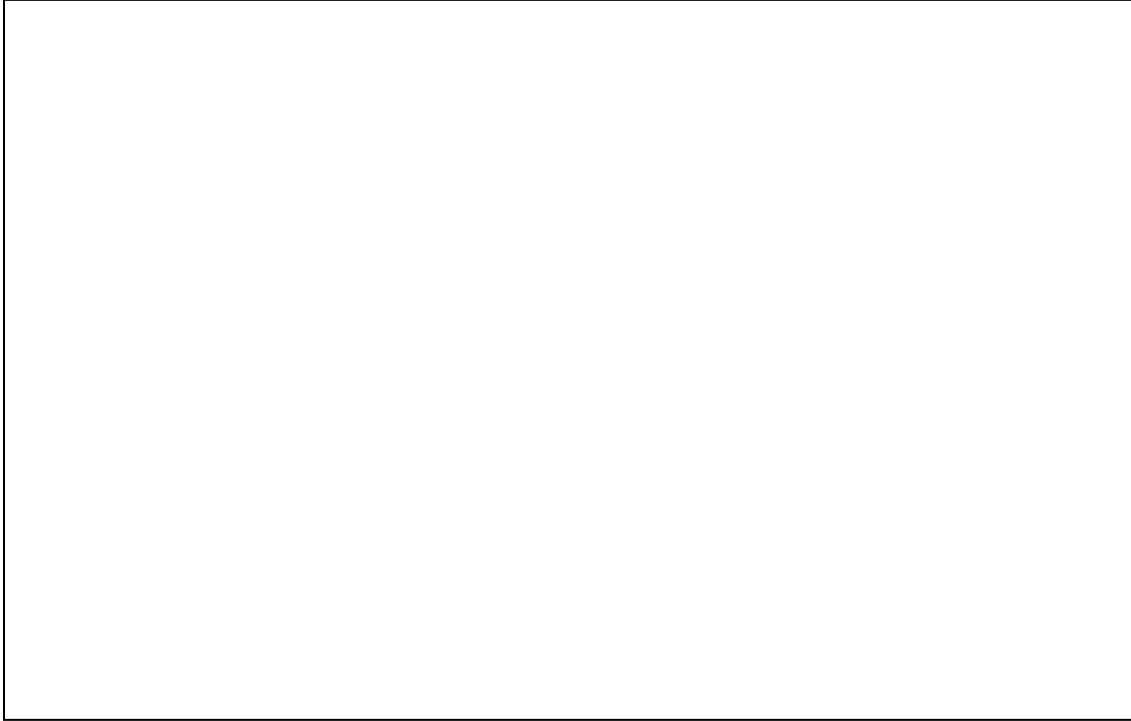
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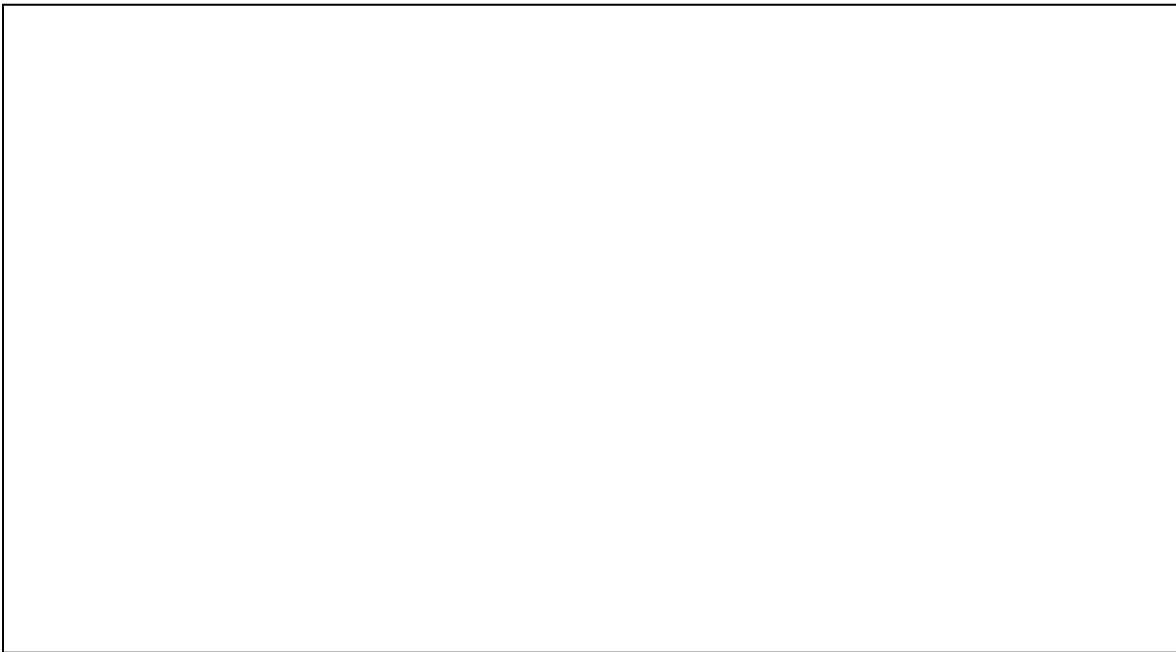
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**JULY – NOVEMBER 2010**

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## Acknowledgement

Firstly, we would like to express our deepest greatest feeling upon Allah S.W.T for giving us strength and patience in completing our research proposal. Without whose blessing we will not have successfully completed our this research proposal.

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Thank you.

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## Declaration

We hereby declare that the work contained in this research report is our own except those which have been duly identified and acknowledged. If we are later found to have committed plagiarism or other forms of academic dishonesty, action can be taken against us under the Academic Regulations of UiTM's.

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## CHAPTER 1:

### INTRODUCTION

#### 1.1 Background of Study

Excellence in performance in government services is very importance in order to produce government servants who is knowledgeable, skillful and deliver the effective and efficient services to the customer. Overall, all the requirements should be fulfilled by those officers who seat for Competency Level Assessment (PTK).

When the New Remuneration Scheme (SSB) was introduced in 1991, civil servants moaned on the way their performance is being appraised saying it's too subjective and exposed to bias. There is some legitimacy to this uneasiness because the rewards under SSB, namely static, horizontal or vertical salary increment and promotion, are solely dependent on the heads of department's appraisal and observation.

In 2002, the Malaysian Remuneration Scheme (SSM) was introduced to replace SSB with the civil service undergoing changes in the organizational structure toward facilitating and speeding up the decision making process. With the introduction of the SSM, civil servants enjoyed new employment scheme with better emolument, including the basic salary, fixed and variable allowances, and better career prospects and the SSM emphasized on training and quality aspects. The benchmark in appraising the civil servants was also reviewed under SSM with the emphasis on the evaluation conducted



by the evaluation panel and the competency shown by the civil servant through Competency Level Assessment (PTK).

Government realized that continuous effort should be taken in order to increase productivity and competency of human resource in civil services towards improvement of challenges and state's resilience. Nowadays, civil services are facing with dynamic environment changes. Amongst of it are requirement of knowledge workers, ICT, good governance and stakeholder expectations and customer satisfaction. Therefore, civil services need to emphasize on knowledge conquering, skill improvement and positive attributes of each staff. This lead to introduction of Competency Level Assessment (PTK) as to nurture self-improvement, organization culture and preparing the civil servants with the good human resources management that based on competency. It is also one of the component that help to determine the level of ability in implementing their task and responsible completely. It was introduced on 1<sup>st</sup> November 2002 based on Pekeliling Perkhidmatan Bilangan 4 Tahun 2002 (Jabatan Perkhidmatan Awam).

The Competency Level Assessment (Penilaian Tahap Kecekapan) is for Malaysia civil servants. Under PTK, several mechanisms are used to increase the chances of civil servants, especially those in the lower-ranking and support category, for promotion. It is up to the heads of department or agency to decide which one, be it in the form of examination, observation or course, to evaluate the attitude, skills and knowledge of their staff. Professional development came in the form of an examination but for drivers, gardeners, hospital attendants or workers with Standard Six qualifications, for instance, they could be observed by the respective heads of department for upgrading purposes. Interviews can be held, without them having to take

the exam. Heads of department can also option for them to attend evaluation courses. To encourage self-development among civil servants through continuous learning, inculcate learning organizational culture and implementation of competency-based HR management.

Competency Level Assessment (PTK) is a method of evaluation to ascertain the required level of competence in terms of knowledge, skills and personal characteristics and vice-versa. The Competency Level Assessment consists of two (2) components, which are Generic Competency and Functional Competency. Generic competency covers matters which all civil servants ought to acquire, regardless of position, grade and organization, such as personal characteristics, leadership and communication. Whereas functional competency is to ascertain an officer's efficiency level with regards to the job assigned to him/her while in service.

## **1.2 Problem Statements**

PTK as a human capital developing strategy, embedded in Malaysia's small circular No. 4 of 2002, is assumed to overcome some critical issues in prior performance appraisal—New Performance Appraisal System (Sistem Saraan Baru). Two of critical changes are in term of ways of both salary increment and career promotion under Malaysia Remuneration System (SSM). Whereby, salary increment and career promotion under SSM require every employee to pass PTK's examination, also followed by fulfilling an accomplishment of Annual Performance Evaluation (Penilaian Kerja Tahunan). Therefore, to pass PTK becomes inevitably a primary requirement for every employee intending to have salary increment and career promotion under SSM.

Currently, PTK was a very contentious issue which was "heatedly debated" among civil servants, with majority of them were unhappy with the present format. Cuepacs had proposed that the examination be remodeled and be more specific in testing the ability of civil servants in carrying out their day-to-day duties. At present the examination was too general and at times, some of the questions were irrelevant to the work scope of the examinees. They also discussed the issue of promotions for support staff in grades one to 16. Moreover, the issue of personal to holder posts, contract and temporary posts and the pay issue for diploma holder teachers. The issue was critical at the state level as some of the state governments had yet to respond to the Cuepacs queries. (Sajad Hussein, 2009)

PTK is compulsory for civil servants aiming for promotions. In practice, however, there was no guarantee that those who had passed the examination would be promoted as it would depend on the availability of posts, Omar said. A random survey conducted by Bernama confirms Omar's claim that there was no certainty that civil servants who had passed PTK would be promoted. The irony is that even in the PSD which overlooks and conducts the examination, there are officers who have passed PTK still waiting to be emplaced on a higher grade. It was a case which an officer who declined to be named, said he had passed PTK two years ago and was still waiting for his promotion. "In fact, the most frustrating thing is that my juniors have been promoted and are now drawing higher salaries while my workload and responsibility is heavier," he said. This sentiment seems to be universal among affected civil servants across all departments and ministries.

In fact, PTK as a type of performance appraisal system affects inevitably some well-known critical problems as consequences of current performance appraisal system.

Proponents of Total Quality Management (TQM) have analyzed those coming understandable and identifiable problems in current performance appraisal system implemented in many developed countries (Deming, 1986; Scholtes, 1993; Bowman, 1994; Waldman, 1994; Boudreaux, 1994; Ghorpade et al., 1995; Cardy, 1998). They identified there are following “dysfunctional” elements in performance evaluation.

- a) It disregards the existence of a system.
- b) It disregards variability in the system.
- c) It holds workers responsible for errors that may be the results of faults within the system.
- d) It undermines teamwork and process

Therefore, PTK' problems rising in public discussion can be analyzed by referring to those TQM's initiatives coming to respond those all problems. Indeed, Malaysia can not only measure and overcome the problems rising in PTK but also improve Malaysia's performance appraisal system within Malaysia Remuneration System (SSM). So, there is a need to examine the implementation of this PTK and its progress and how far is the level of their satisfaction towards it.

### **1.3 Research Objectives**

1. To identify the level of competency among the staff of Royal Malaysian Customs Kuching.
2. To identify the perception of the custom's staffs towards the Competency Level Assessment (PTK)
3. To provide channel for the Royal Malaysian Custom's staff in Kuching in recommending and suggest ways to improve current PTK's system.

### **1.4 Significance of Study**

This study is apparently to investigate the relevance of Competency Level Assessment (PTK) either it is compatible with their current job field. This study would therefore, try to provide some feedback concerning the perception of the Custom's staffs towards the PTK. This study would provide information about the level of satisfaction towards the progress of the implementation in PTK. Besides, at the end of this study, it will provide us about the factors that constitute the perception towards competency level assessment (PTK) among the Custom's staffs. On the other hand, we will know which part and section of the PTK that need to be reviewed and amended until most of the civil servants will really satisfied with its implementation. In short, by doing this study, we are trying to voice out the feedback and responds among the civil servants who are already taken and seat for this examination. The findings from this survey can be utilized as a guideline for the authority, specifically Human Resource Department, INTAN and Public

Service Department (PSD) in preparing for effective assessment. The finding can also be utilized to improve the suitability of PTK as an instrument or method to assess performances.

## **1.5 Scope and Limitation of Study**

This study will be conducted within Royal Malaysian Custom's in Kuching. Two main focus of the study is to identify the level of capability of the Custom's staff since taken the PTK's test and their level of perception towards it. The sample will consist of all departments in Royal Malaysian Custom in Kuching. Hence, the questionnaire will be prepared and then distributed to the respondents.

### **1.5.1 Limitations of the study**

- a) The time is insufficient due to limited and packs time to complete it since that we had to complete another assignments and tutorials and busy with faculty activities.
- b) We got less cooperation from the Custom's staffs because of their workloads and some of them are not interested in answering the questionnaire.
- c) We faced difficulties in creating and developing questionnaires since the study about this issue was less popular and there are fewer sources to be our references and guidelines.

## 1.6 Research Questions

- 1) How to identify the level of competency among the Customs' staffs?
- 2) How to determine the perception's level of Customs' staff towards the Competency Level Assessment (PTK)?
- 3) How to improve PTK's current system? Abolish or continue it?

## **1.7 Definition of Term**

The terms used in this study are defined for ease of understanding

### **1.7.1 Competency**

Competency is a process or a collection of skills and behaviors are what people regularly say and do to display the competencies they possess (Galpin, 1997:77)

### **1.7.2 Assessment**

The ability to evaluate one's own work accurately and constructively does not develop automatically. The more intellectually immature students are, the greater the chance that their personal investment will bias what they see when they look at their own work. (Welmer,2002)

### **1.7.3 Competency Level Assessment (PTK)**

Competency Level Assessment is a method of evaluation to ascertain the required level of competence in terms of knowledge, skills and personal characteristics and vice-versa. The Competency Level Assessment consists of two components, which are Generic Competency and Functional Competency. All related matter on PTK is stated in the small circular No. 4 of 2002 in Public Services Department.

### **1.7.4 New Remuneration Scheme (SSB)**



New Remuneration Scheme (SSB) was introduced in 1991 and enforced in 1992 requires employees to undergo Induction Courses and to pass the required service examinations in order to be confirmed in the service. Employees are also required to pass special examinations to enable them to be considered for promotion to higher grade posts.

### **1.7.5 Malaysia Remuneration Scheme (SSM)**

Malaysia Remuneration Scheme (SSM) is a merit-based system that rewards Government employees for their work performance. Just as anywhere else, an employee's remuneration is based on the quality and productivity of work and employee's performance.

### **1.7.6 Generic Competency**

Generic Competency covers matters which all civil servants ought to acquire, Regardless of position, grade and organization, such as personal characteristics, leadership and communication

### **1.7.7 Functional Competency**

Functional Competency is to ascertain an officer's efficiency level with regards to the job assigned to him/her while in service.

## CHAPTER 2

### LITERATURE REVIEW & CONCEPTUAL FRAMEWORK

#### 2.1 Literature Review

This chapter provides a review of the literature on PTK and also the conceptual framework of the study.

##### 2.1.1 Introduction

Performance appraisal is one of the popular concepts among the multinational and local companies. The concept has been defined by DeVries et al., (1981) as the process which allows firms to measure and consequently evaluate an employee's achievements and behavior over a certain period of time. The basic purpose of using performance appraisal techniques within an organization is to align the employee's efforts with the overall objective of the firm. There are many advantages mentioned in the literature regarding the use of performance appraisals within an organization (Papers4you.com, 2006). It has been suggested that it improves the communication between the higher to lower level management; identify areas of improvement; show employees training needs; help in promotion, retention and termination decisions; and means of managerial control (Fletcher, 1992). In order to take full advantage of the performance appraisals, the goal in designing such systems should be congruent to the overall aim and vision of the company. For instance, it is evident that there is a direct correlation between the performance of employees and their rewards as businesses do seek creation of wealth as their primary goal. Therefore one of

the increasingly adopted uses of performance appraisals is to motivate employees to perform better by linking it with reward packages.

The public sector in most countries, small or big, is going through profound restructuring trying to provide improved services while at the same time having to drastically downsize in the face of major fiscal constraints. "A significant element of such reforms in the public sector is the initiatives underway to reform public administration, to reinvent government to use a popular expression" (Mayne and Zapico-Goni, 1997:3). This process of reforming public administration is seen as necessary to meet the dual challenges of improved services with fewer resources. One of the most popular tools used for reform activities at present is Performance Appraisal Systems. "Strengthening government performance, improving the productivity, quality, timeliness, responsiveness, and effectiveness of public service and as taxpayers" (Wholey, 1989:1). However, as Wholey has also suggested, a number of political, bureaucratic, and technical obstacles constrain government performance. Furthermore, Performance Appraisal (PA) is considered to be a particularly controversial management practice anywhere it is being practiced.

Performance appraisal is a process of obtaining, analyzing and recording information about the relative worth of an employee. It is a systematic periodic and an impartial rating of an employee's excellence in matters pertaining to his present job and his potential for a better job. A good appraisal system provides right feedback about the quality of performance of an employee. (Sanjeev Kumar Saxena – Jodhpur, 2005). Performance appraisals can prove to be very helpful and successful if they focus primarily on the improvement of organizational

performance as a whole, and especially if it's attributes are in line with those of the organizational aims and goals (Schraeder, et al., 2007). Performance appraisal today is the assessment of an employee's job performance. It has two purposes, which is first is appraisal serves an administrative purpose. It provides information for making salary, promotion, and layoff as well as providing documentation that can justify these decisions in court. And, next is performance appraisal serves a development purpose. The information can be used to diagnose training needs, career planning, and the like. Feedback and coaching based on appraisal information provide the basis for improving day-to-day performance. (Robins & Couter, 1999)

### **2.1.2 History of Competency Level Assessment (PTK)**

Performance appraisal system in Malaysia was introduced since British involvement in the Malaya's politics and economy in 1896 (Abdul Karim, 1999). During that period, personnel management system was just involved the British officers who work in Malaya and 'ad-hoc' in nature. All the related business were monitored and controlled by British government in London (Jabatan Perkhidmatan Awam, 1996). After independence of Malaysia, performance appraisal system which was based on Cabinet Report, 1976 was used. The systems were later change to the New Remuneration System (NRS) and adopt performance-based salary system (Jabatan Perkhidmatan Awam, 1991).

The New Remuneration System (SSB) was introduced in 1991 and marked a paradigm shift in the compensation practices. The system gave paramount emphasis in the aspect of performance. After a decade of

implementation, the NRS had failed to achieve its objectives. Subsequently, the Malaysia Remuneration System (SSM) was introduced in 2002 as an improved version in the merit-based compensation practices. As an improved version of the previous system, the SSM continues to weigh in the performance aspect as the main indicator in evaluating employees' achievement. (Norhaslinda Bt Jamaudin, 2008)

Objective assessment of employees' performance has been developed through the implementation of new structure through the Competency Level Assessment (CLA). It tries to build a linkage between pay and performance; hence pay is believed to be a source of motivation. Therefore, an attempt has been made to assess the degree of effectiveness of the Malaysia Remuneration System (MRS) in strengthening the pay- performance link in government based on employees' perception. (Norhaslinda Bt Jamaudin, 2008)

The objectives of the Malaysian Remuneration System (SSM) include making the system more responsive to the changing socio-economic and political environment. The SSM also aims at improving the ability of the public service in attracting, developing and retaining employees with the right calibers, inculcating the culture of continuous learning and developing knowledgeable workers in the public services. Significantly, the Malaysian Remuneration System (SSM) is a comprehensive remuneration package that was designed to meet the public service requirements in the K-economy. It consists of four core components: first it introduced improvement of service conditions, secondly assessment of competency level through the Key Performance Indicators (KPIs), thirdly

modifications to the salary structure allowance and prerequisites and finally improvement of career development. (Muhammad Ali Embi, 2005)

Under the Malaysian Remuneration System, government had implemented the Competency Level Assessment (PTK). Competency Level Assessment (PTK) is a method for assessing whether an officer reached prescribed level of excellence in terms of knowledge, skills and personal characteristics, or vice versa. PTK was introduced from 1 November 2002 based on the Service Circular No.4 Year 2002 on the implementation of the Malaysian Remuneration System for Members of the Federal Public Service (Jabatan Perkhidmatan Awam, 2003)

### **2.1.3 Concept of Competency Level Assessment (PTK)**

Competency Level Assessment is usually called PTK, for stimulating every employee in public sector to increase his or her knowledge. The government felt there was a lack of competency of in Malaysia's prior performance appraisal systems. Beside of other reason, the government, hence, initiated to set up PTK as a new crucial measurement involved in Malaysia's performance appraisal systems. PTK is a measurement formed under Malaysia Remuneration System—Sistem Saraan Malaysia (SSM), which started in 2002. PTK as a human capital developing strategy for Malaysia's public servant raises some critical issues in public discussions in parts of Malaysia's performance appraisal systems. The debatable phenomena in Malaysia Remuneration System (Sistem Saraan Malaysia) might be as inevitable consequences of current performance appraisal system as what proponents of Total Quality Management (TQM) have analyzed as understandable and identifiable problems from current

performance appraisal system. Initiatives of Total Quality Management (TQM), hence, come to respond those all problems (Deming, 1986; Scholtes, 1993; Bowman, 1994; Waldman, 1994; Boudreaux, 1994; Ghorpade et al., 1995). Therefore, there is a need of study for a compatibility of performance appraisal systems with TQM principles (Ebrahim Soltani, Robert van der Meer and Terry M. Williams Pei-chun Lai, 2006). These TQM's initiatives, therefore, are needed to also be studied in Malaysia in order to Malaysia can not only overcome the problems rising but also improve Malaysia's performance appraisal system within Malaysia Remuneration System (SSM). There are three mainly classified measures and overcomes for this phenomenon in other to do improvement ways for Malaysia Remuneration System, which are mainly attributed in "the aim of judgment", "the spirit of system and teamwork", and "the spirit of quality improvement effort"

As such, there is a need for continuous review of existing structures, schemes of service and posts as a measure of capacity enhancement. To enhance the capacity of the talent pool, the Competency Level Assessment (PTK) was introduced. The PTK seeks to encourage the use of knowledge, skills, creativity and innovation at work while promoting a culture of teamwork and organizational learning. It also provides due recognition to public servants through salary increment and career advancement. However, just as important is to shape a high performance work culture through focusing on the inculcation of good ethics and values. The public service also dwells on customer-focused services through such channels as multimedia services and ones-top centres, harmonious employer-employee relations and the creation of a conducive work environment.

Such a complete system of excellence should enable us to attract and keep top talents so that they can best serve the people (Tan Sri Ismail Adam, 2009).

PTK raises some main objectives, whereby realizing “knowledge-workers” in public sector is an aim of PTK involving in other following main objectives such as, firstly is to encourage the self-development of employees by continues learning. Next is to encourage the use of knowledge, skills, creativity, innovation, and multi-skilling in work practices. Thirdly is to implement the spirit of team-work. In addition it is aimed to recognize salary progression and career development and at the same time to improve the work promotion in the public sector (Public Services Department). Jabatan Perkhidmatan Awam also pointed out that the PTK is a form of evaluation which requires knowledge, skill, attitude and behavior of employees in doing all of their jobs and responsibility. Competency of employees is divided into two kinds, generic competency and functional competency. Generic competency is knowledge, skill and behavior which are as provisions to have to be owned by employees without referring their grade and their organization. On the other hand, functional competency is specified knowledge, skill and behavior which are as provisions to have to be owned by employees for implementing particular jobs or works in a certain position.

The test of PTK is distinguished by either “test by sit-in-examination” or “test by course”. In sit-in-test, every employee just has examination, no course provided before examination. On the other hand, test-by-course requires an employee to have lectures, lessons and meeting before the employee has examination. The procedures used in assessing the competency of the staff is



through examination, course work, and practical test, observation or interview based on the suitability of the level of competency of each groups of staffs.

### **Grading system of PTK**

The structure of grading the PTK results is as follows:

<b>Level of competency</b>	<b>Description</b>	<b>Note</b>
Level IV	Pass/Achieved the competency level with (80% and above)	Qualifies to be considered for salary increment and can be considered for promotion
Level III	Pass/ Achieved the competency level (60-79%)	Can be considered for promotion
Level II	Conditional pass (50-59%)	Allowed to resist the relevant component
Level I	Failed to achieve the competency level	Repeat the examination /test assessment

Table 1: PTK Grading System

(Sources: [www.um.edu.my/\\_system/media/staff\\_benefits/ptk.pdf](http://www.um.edu.my/_system/media/staff_benefits/ptk.pdf))

<b>PTK's Mode</b>	<b>Grade</b>	<b>Level of Competency</b>	<b>Assessment's component</b>
	Grade 44 – 52  Grade 26,34,  Grade 38  Grade 58	TK3-5  TK4  TK5  TK6	PSK – 60%  UAK - 40%
Examination	Grade  N11(PTR),17,29&41  Grade 22&23	TK1&2  TK3	MULTIPLE  CHOICES  QUESTIONS  100% (UMUM & KHUSUS)
Special Examination	Grade 1-16 (exemption to NR11 PTR)	TK1,2 & 3	OBSERVATIO  N-50%  INTERVIEW –  50%

Table 2: Mode of PTK

*(Sources: Briefing on PTK by the Ministry of Education in Malaysia)*

#### 2.1.4 Issues of PTK

In practices, there are many critical cases in on-line newspaper for exposing practices of Malaysia Remuneration System. CUEPACS, as a Non-Government Organization of Malaysia's Public Servants, have shared a lot of cases for disappointedly unsatisfied feeling of many public servants in Malaysia. Some of them are what a public servant storied in on-line newspaper, Berita Harian in November, 01, 2004. He titled on "Malaysia Remuneration System (SSM) not as good as New Performance Appraisal System (SSB)"; and, also, CUEPACS told in on-line newspaper, Utusan Malaysia in February, 18, 2008 by the title of "Re-studying for PTK"; moreover, CUEPACS shared in on-line newspaper, Berita Harian in November 18, 2008 by the title of "JPA must find out the solution of PTK".

Amendments towards PTK have been made for three times, one in 2005 and two in 2006. The government through the Public Services Department (PSD) has amended the implementation and context of its Competency Level Assessment (PTK) programme, which affects promotions and salary hikes of some 1.2 million civil servants in the country. The amendment, considered to be favourable to civil servants, was released last week to CUEPACS - the country's public sector umbrella union and would come into force starting Jan 1, 2009. With this amendment, all past PTK circulars sent by the PSD are considered null and void. "We realized that methods used to evaluate civil servants had also been changed. They (the PSD) have taken into view our feedback. Presently, a

department is not allowed to set questions to evaluate its staffs but under the amendment, departments are allowed to do it.

"Formerly, the questions are set by the Ministries and questions are standard for all staff of a certain Ministry. Now, we also have a Competency Evaluation Board at the departmental level, which conduct the exams. There is no need for the staff to travel to Putrajaya (the federal administrative centre), to sit for their PTK exams,"

Earlier this month, CUEPACS issued an ultimatum to the government to amend or scrap the evaluation system or face a boycott of the PTK. Omar said CUEPACS would study all the changes made to the new PTK circular before deciding on the next course of action. On the other hand, Omar said that PTK's implementation will only demoralizing some civil servants. This caused CUEPACS has objected to the PTK since its introduction in 2003 and demanded it to be abolished. Omar points out that they agreed the PTK should stay, but different form of assessment should be used to evaluate the different grades of civil servants. In view of Omar's word, they refused the PTK to be exam-oriented as this will make it difficult for those who entered public service with minimum qualifications, like the Penilaian Menengah Rendah (PMR) or even Standard Six, to pass the exam." Besides, lots of complaints had also been received from those who passed with excellent results. Though they passed the exam with flying colours, they still do not get salary shift or increment and this is disappointing. Therefore, CUEPACS want those who had passed the PTK examination with excellent results to be given an automatically salary increment.

There is a confrontation between CUEPACS and Chief Secretary General, Tan Sri Samsudin Osman in order to discuss about the PTK's matter that very heatedly debated among the government servants. Samsudin emphasized that the PTK will not be abolished although been persuaded by CUEPACS. The reason of abolishment is the ineffectiveness of PTK's implementation and it has many weaknesses apart from demoralizing public servants. Besides, Samsudin also pointed out that to the removal of PTK is not a good action by organization. Most of them agreed that through PTK, it able to prove the capabilities of public servants especially regarding to the promotion and salary movement. Furthermore, he also highlighted that Public Services Department together with other ministries and departments that have panel in all ministries and departments are currently improving the weaknesses of the implementation of PTK.

## 2.2 Conceptual Framework

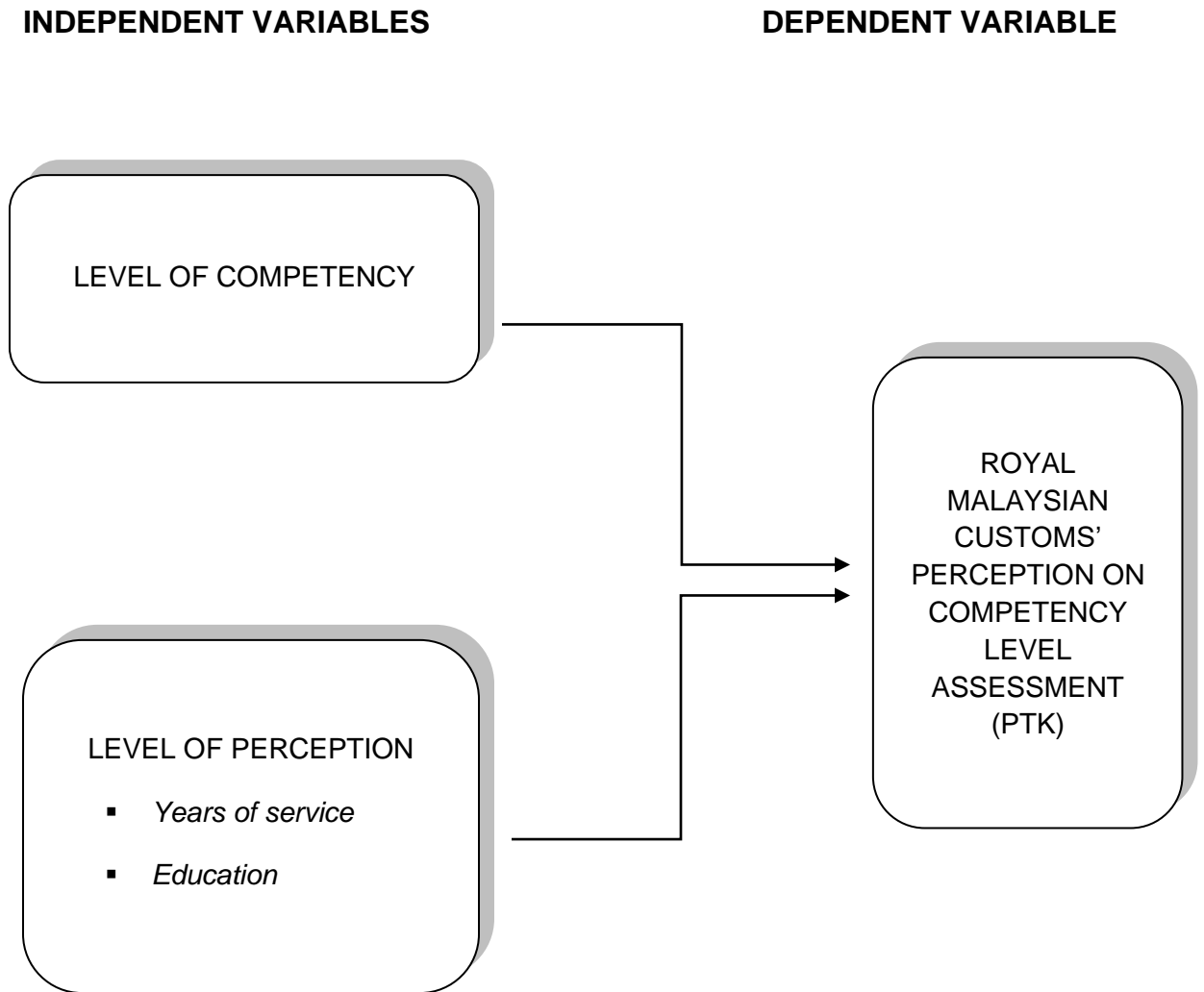


Figure 2.1: Conceptual Framework for the Perception of Royal Malaysian Custom's Staffs towards PTK

### **2.2.1 Independent Variables:**

The independent variables that indicate the perception of the Royal Malaysian Custom's staffs towards the implementation of PTK by Public Services Department are level of competency and level of perception. These variables can influence positively or negatively in determining their perception towards the PTK's implementation. Therefore, the following discussion is based on each of two main independent variables in a conceptual framework with regard to Malaysia context.

#### **2.2.1.1 Level of competency**

It is critical to know how the competency level of Royal Malaysian Customs' staff in Kuching associating with their performance in Competency Level Assessment (PTK). Usually, they will perceive that those who have better performance in their daily job will get the best result in PTK. Levels of competency of the Customs' staff are differed from one to another. There are those who have high competency are able to perform well in PTK. It also happened in contradict version. The competency level after taking PTK, the job performance of the staff could be enhanced since they had gain many experiences and knowledge as well to improve their job performance. It including they will become motivated after taking PTK, able to become a good leader and communicate well with others colleagues. There is certain negative

competency such as feeling demotivate if failed in PTK and not able to hold challenging responsibilities if passing their PTK.

### **2.2.1.2 Level of perceptions**

The level of perception of Royal Malaysia Customs' will affect towards their performance in PTK. The level of perception could associate their performance negatively or positively. If they perceived the PTK in positive side, their potential to get the best result in PTK will be higher. It is because they are strive to perform the best in PTK since they believe that by getting the best result in PTK will ensure them towards the salary increment and promotion. Under this factor, there are two main important matters that influence their perception, which is years of service and educational level.

#### **2.2.1.2.1 Number year of services**

It is critical to know how employment status especially number years of service in affecting the staff's perception towards the implementation of PTK and merit based system. Usually, those who have worked for may years will assumed that the PTK's is not relevant because they thought that the seniority factor is also can be considered for promotional and salary movement purposes. It may be due to the long services were provided by the senior staff. Hence, this issue also arises when the fresh graduated staffs are easy to get promotion and get salary increment for their service.



#### **2.2.1.2.2 Level of education**

Educational level of each employee plays an importance role in every organization. Educational qualification also helps to determine the best job position to be filled by the employees. Moreover, the grade of job also determined through the educational level of the staffs. Thus, by knowing the educational qualification of each staff, it is easy for the top management to decide which level of performance appraisal or PTK they should positioned for in order to get promotional and salary incremental. Level of education between the previous staff and current staff is obviously different due to the changes in the selection process of workers.

#### **2.2.2 Dependent variable:**

##### **Perception of Royal Malaysian Custom's Staffs towards PTK**

The perceptions of Royal Malaysian Customs' staff could be negatively and positively towards PTK's implementation. Their perceptions will be influenced by the level of perception and level of competency .Moreover, the perception of the staffs towards PTK will affect on their results of the examination either pass or not. Therefore, from here, it will determined either they will get the promotion and salary increment or not.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### **3.1 Introduction**

For any research, methodology shows how the topic should be approached and pursued. Therefore, in attempting to operationalize our research topic, we have initially explained the research design and why we have chosen the quantitative approach. The chapter also includes the reasons on why we are taking a research perspective. Followed is a discussion on the data collection tools that were used for the study. How the collected data are going to be analyzed will be next.

#### **3.2 Research Design**

The preferred approach for this study will be a quantitative design. The research design will be cross-sectional survey. The research demands information from the various departments, units, sections and target or focus groups within the organization. Therefore, the approach of this research will be supplemented by a questionnaire survey.

#### **3.3 Sample size**

The sample size for the purpose of this study is 120 which are almost the whole staffs in the Royal Malaysian Custom in Kuching. The Royal Malaysian Custom in Kuching consists of Management Branch, Custom Branch, Domestic Tax Branch,

Technical Services Branch, and Enforcement Branch. We will randomly distributing the questionnaire within the five branches.

### **3.4 Data Collection**

Data collection is deal with the question of how we will contact and gather the required data form the units (these could be people, firm, thins and events) of the study.

#### **Types of data**

##### **i. Primary data**

Primary data is considered as a backbone of every research. Normally, data will be divided into two parts which are quantitative and qualitative data. Quantitative data is usually obtained from the questionnaire survey. Meanwhile, the qualitative data is derived from the interview, observation and analysis.

To get the result of the findings, we are using questionnaire as to obtain results from the respondents. In our questionnaire, there are thirty (30) various questions that stimulates or prompt the respondents to provide required responses. Then, the questionnaire will be distributed to all our respondents which are comprised of all staff in Royal Malaysian Custom in Sibü.

## ii. Secondary data

Secondary data is usually obtained from books, journal, and newspaper articles that related to the issues of Competency Level Assessment (PTK). This information is very essential in developing the literature review in the Chapter 2. It acts as a guideline and additional information as to support and strengthening all the statements needed in doing our research.

Besides, the additional information also can be obtained from internet sources. In implementing this research, we have used much information from this source as it is the easiest way to do. Moreover, there are many websites were provided in the search engine that assist us in finding the information about our topic.

## 3.5 Data Analysis

The purpose of all research is to discover some truth about the problems of phenomena under investigation. To arrive at this, data must be categorized and compared to establish some characteristics of importance as stated in the research objectives or goal. Therefore, the data will be analyzed using statistical software tool (SPSS 16.0). This software used to analyze the questionnaires that will be distributed to the staff of Royal Malaysian Custom in Kuching.

## CHAPTER 4

### FINDINGS

This chapter presents briefly the profile of the respondents involved in this study and to analyze the objectives of the study. This study involved 100 respondents that comprised of Royal Malaysia Customs' staff. This chapter will divide into several sections in facilitating us to make a further analysis in the next chapter about the study.

#### 4.1 Section A: Respondents' Profile

Table 4.1 Profile of Respondents

PROFILE	FREQUENCY	PERCENTAGE (%)
Gender		
- Female	55	55
- Male	45	45
Age (years old)		
- 21-25	4	4
- 26-30	15	15
- 31-35	11	11
- 36-40	13	13
- 41 & above	57	57

Marital Status		
- Single	13	13
- Married	87	87
Educational Level		
- PMR/SRP	4	4
- SPM/MCE	60	60
- Diploma	14	14
- Degree	20	20
- Master	2	2
Years of Service (years)		
- 1-5	15	15
- 6-10	7	7
- 11-15	10	10
- 16-20	10	10
- 21 & above	58	58
Monthly Income (RM)		
- Below 1500	10	10
- 1501-2500	31	31
- 2501-3500	41	41
- 3501-4500	12	12

- 4501 & above	6	6
Current TK Level		
- TK 1	16	16
- TK 2	38	38
- TK 3	35	35
- TK 4	11	11
- TK 5	0	0
- TK 6	0	0

Based on the Table 4.1, most of the respondents are formed from female Customs' staff. Meanwhile 45 respondents are male workers. In term of age, most of the Customs' staff who took PTK is formed from those who aged 41 years old and above (57 person). And there is only 4 staff that aged 21 until 25 years old, in which indicated the lowest ranking. Majority of the Customs' staff were married (87 percent) and the rest is still unmarried or single based on their marital status. Most of the respondents are SPM holders which are 60 percent of the respondents. Only 2 percent of the respondents are Master holders. 58 percent of the respondents have been working at Custom for 21 years and above while only 7 percent of the respondents have been working for 6 to 10 years. A high majority of the staffs (41 percent) earned monthly incomes in the range of RM2501 to RM3500. The least respondents which are 6 percent of the respondents are in the range of RM4501 and above. For their current PTK level, the staffs mainly at the TK2 (38 percent) and it followed nearly 35 percent by those who at TK3.

**4.2 OBJECTIVE 1: To identify the level of competency among the staff of Royal Malaysian Customs Kuching after taking PTK's examination**

Table 4.2 Mean of Level of Competency

	N	Minimum	Maximum	Mean	Std. Deviation
Meancom	100	1.33	4.00	2.9483	.45115
Valid N (listwise)	100				

Table 4.2 shows the mean for the level of competency among the staff in Royal Malaysian Customs Kuching. Mean for the level of competency is 2.95 and it is equal relative to 3. Therefore, it means that most of the staffs are neither agreed or disagreed towards that the PTK may affected toward their competency in doing their job.



**4.3 OBJECTIVE 2: To identify the level of perception of the Custom's staffs towards the competency level Assessment (PTK)**

Table 4.3 Mean for Level of Perception

	N	Minimum	Maximum	Mean	Std. Deviation
Meanper	100	1.00	4.17	3.3558	.41182
Valid N (listwise)	100				

Table 4.3 shows the mean of the level of perception among the staff in Royal Malaysian Customs Kuching towards the implementation of Competency Level Assessment (PTK). Mean for the level of perception is 3.36. Therefore, it means that most of the staffs are either agreed or disagreed towards the implementation of PTK in their organization.

#### 4.4 To determine the relationship between the competency of Royal Malaysia Custom's staff and their level of perception

Table 4.4 Correlations between the level of perception and level of competency

		meanper	meancom
meanper	Pearson Correlation	1	.302**
	Sig. (2-tailed)		.002
	N	100	100
meancom	Pearson Correlation	.302**	1
	Sig. (2-tailed)	.002	
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the Table 4.4, it shows the correlation between two important variables which are level of perception and level of competency. The output confirms the results of the scatter plot in that a significant positive relationship exists between mean level of the perception and mean level of competency (  $r = .302$ ,  $p < .05$  ). Thus, higher level of perception among Customs' staff towards PTK examination associated with higher level of competency of them in doing their task.

**4.5 Objective 3: To provide channel for the Royal Malaysian Custom's staff in Kuching in recommending and suggest ways to improve current PTK's system.**

For the third objective, the respondents were asked to write or express their recommendation in the last sections of our questionnaires, which is open ended part. There are several important recommendations on the implementation of PTK should be continued or abolished and also how to improve the implementation of PTK if it be continued.

Most of the respondents (46%) thought that the PTK should not be abolished because:

1. PTK is relevant to test the efficiency level of government servants
2. PTK may provide many benefits to their career development
3. PTK is able to motivate the government servants in order to contribute towards the nation's development
4. PTK help to ensure the government servants to be knowledgeable in implementing their work
5. PTK is able to Increase enthusiastic to learn more
6. Prevent staff from getting lazy gaining knowledge and current information

7. It is not fair to those who taken the PTK and as it is compulsory to all government servants.
8. It is a way to refresh their mind in the field of work
9. PTK help to analyze the comprehension and qualification of officer in term of promotion
10. PTK help to improve quality and improvement towards updating the competency standard

For this finding, therefore, they had suggested several recommendations to the JPA in order to improve the PTK's implementation. Among of the recommendations are :

1. Provide more incentives and those who get TK level 4/4 are deserved to be promoted and given incentives.
2. The JPA should improve the questions in PTK's examination so that become more related to the course field of Customs' staff.
3. PTK should more focus on staff's ability towards their daily job and how the promotion that they received give an effectiveness contribution towards the department
4. PTK should be relevant only for the movement of salary and the promotion should be based on the seniority.

5. The officers should be exposed the style of answering questions and given hand out of possible question so that can ensure their readiness level is high.
6. Make PTK as “open book system” for all level of employees, provide unlimited chances for sitting PTK and provide past year paper to be their reference.

The remainders of respondents are stated that the PTK should be abolished because of several reasons:

1. They said that PTK is not the only one to measure their ability in order to achieve their own careers.
2. It involves time wasting, departmental expenses and absence of staff for the duration of the PTK.
3. Not contributed towards productivity because most officers need to pass in the exam in order to get salary movement and promotion.
4. There is a high potential of the discrimination among the officers would happen.
5. It is too exam-oriented and fail to assess the real or actual performance of the officers.

In term of this view, they also suggested several recommendations that included:

1. There should be ongoing training development as to enhance skill, knowledge and ability of the staff.
2. Do away with close book system.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This final chapter concludes our present study. In this chapter, it provides practical implication of the findings. Other than that, this chapter also discusses the limitation, recommendation for the future study and the limitation occurs during the process of this research.

#### **5.2 Implication of the study**

There are several implications that can be drawn from the result of the study. Based on the objectives of our research, we have identified the number of Royal Malaysian Custom's staff in Kuching who takes PTK examination. We were distributing the questionnaires only to those who had sat for PTK examination. For this study, it provides invaluable information for us in order to identify their level of competency among the Royal Malaysian Custom's staff in Kuching.

Secondly, the present study is to identify the perception of the Royal Malaysian Custom's staff in Kuching towards the Competency Level Assessment (PTK). Through this study, the Public Service Department can know the perception of the staff towards the PTK's examination. Are they satisfied enough with the current PTK's system and are they feel that the Public Service Department should make an amendment or not on the current PTK's system.

Lastly, this study also helps to find out whether or not the PTK should be abolished. Other than that, through this study, we will know the staff's opinion towards PTK and how to improve the current PTK's system. Based on our respondents' suggestion and recommendation, the Public Service Department can consider the staff's opinion to improve the current PTK's system.

### 5.3 Suggestion & Recommendations

As for the recommendations, it is based on our third and the last objectives of this study which is to propose recommendations to the Public Service Department to improve current PTK's system. Based on the findings of the research, we would like to recommend that Competency Level Assessment (PTK) should be amended to the following matters:

#### 1. On going training

- Enhance skill, knowledge and ability
- Focus on the staff's ability towards their daily jobs
- Provide incentives for those who join the training

#### 2. Closed Book System

- Custom Department deals with Acts
- Impossible for them to remember all the sections of the Act
- Can be referred during the examination.



### 3. Provide Past Year Exam Papers

- For references
- Easy for the staff to study and make a preparation for their coming examination
- Staff can be exposed of the style of answering questions

## 5.4 Limitation of study

We are having several limitations, which hinder and slow down our study. The limitations include:

### 5.4.1 Too generalize of findings

The information that we obtained from this study is too generalized. It is because we only doing the research in the Royal Malaysian Customs' staff in Kuching. Therefore, our findings are not represented all the Customs' staff in Malaysia as we know that every one have different view on the PTK's system.

### 5.4.2 Poor feedback from the staffs

We got less cooperation from the Custom's staffs because of their workloads and some of them are not interested in answering the questionnaires. Some of the respondents take this matter for granted, only several of them were completely filled the questionnaires. In addition, there are also questionnaires that have not been returned from respondents. Thus, this hinders the study to carry out successfully.

## 5.5 Conclusion

This study was carried out in order to analyze the perception of the Royal Malaysian Custom in Kuching toward Competency Level Assessment (PTK) examination. After collecting and interpreting all the data gathered from the questionnaires, now we have come to the conclusion. From 120 questionnaires distributed at the Royal Malaysian Custom in Kuching, only 100 questionnaires were returned. All of the respondents have sat for the Competency Level Assessment (PTK) examination. These respondents came from various groups with different background in term of gender, age, marital status, educational qualification, years of service and their monthly income.

Based on our research that has been conducted, we managed to get information on the level of competency of the Royal Malaysian Custom's staff in Kuching and their perception towards the Competency Level Assessment (PTK). There is an indication that there are various problems with the current PTK's system. Hence, there is a need for the Public Service Department to revise back the current PTK's system and make an amendment for the system.

We hope that the findings of this study have potential inputs for the Public Service Department to solve the problems regarding the issue of the PTK's system.

Here is some updates information about the competency Level Assessment (PTK), which is for starters, the Competency Level Assessment or PTK will be abolished and replaced with a more suitable evaluation system by June next year (2011) as be published through budget 2011 on 15 October 2010. This announcement will be the appreciation of governments towards civil servants on their contribution and full commitment especially to ensure the effectiveness of government initiatives.

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# APPENDICES

**SECTION A (Respondent's Profile)****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	100	1.00	2.00	1.4500	.50000
Age	100	1.00	5.00	4.0400	1.28645
Marital Status	100	1.00	2.00	1.8700	.33800
Educational Qualification	100	1.00	5.00	2.5600	.92463
Years of service	100	1.00	5.00	3.8900	1.52352
Monthly Income	100	1.00	5.00	2.7300	1.00358
Have you seat for PTK's examination	100	1.00	1.00	1.0000	.00000
If yes, please state your current level	100	1.00	4.00	2.4100	.88871
Valid N (listwise)	100				

**SECTION B (Level of Perception)****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
PTK's system is required in every organization	100	1.00	5.00	3.7400	1.00121
PTK's implementation has provided many benefits to my career development	100	1.00	5.00	3.5600	.96735
I am satisfied with current PTK's system	100	1.00	5.00	3.3900	1.02391
PTK may help to identify my strengths and weaknesses	100	1.00	5.00	3.6000	.93203
PTK is the best channel to determine the level of competency among the government servants	100	1.00	5.00	3.3100	1.07021

**RESEARCH REPORT**

**BACHELOR OF ADMINISTRATIVE SCIENCE (HONS)**

PTK's examination and courses are relevant with my current work field	100	1.00	5.00	3.5700	.95616
Large amount of time may be wasted due to the PTK's implementation	100	1.00	5.00	3.0400	1.19697
Productivity of the organization may be affected due to more focus required by the staff to prepare for PTK's examination	100	1.00	5.00	3.1200	1.09434
Money may be wasted on forms, training and courses as support the success of PTK	100	1.00	5.00	3.1300	1.18624
PTK's demoralized the motivation of government servants to implement their tasks	100	1.00	5.00	3.0500	1.10440
Organization's conflict may be arise due to unfairness feeling towards colleague's promotion and salary increment	100	1.00	5.00	3.2300	1.22148
My readiness level is sufficient to sit for PTK's examination	100	1.00	5.00	3.5300	.89279
Valid N (listwise)	100				

## SECTION C (Level of Competency)

## Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I become motivated after taking PTK's examination	100	1.00	5.00	3.4300	.93479
I am able to become a good leader to my subordinates after sitting PTK's examination	100	1.00	5.00	3.3100	.90671
I am able to communicate well with my colleagues after attending courses of PTK	100	1.00	5.00	3.2800	.96484
I feel demotivated when i failed PTK's examination and it affected my task performance	100	1.00	5.00	2.8900	1.09078
I am not able to contribute towards good productivity of organization although i have sat for PTK's examination	100	1.00	5.00	2.5400	1.03884
I am ready to hold challenging responsibilities of new post after passing my PTK's examination	100	1.00	4.00	2.2400	.76700
Valid N (listwise)	100				

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COMPETENCY LEVEL ASSESSMENT (PTK): PERCEPTION OF THE ROYAL  
MALAYSIAN CUSTOMS'S STAFF IN KUCHING

Dear respondents,

We are researching the Perception on the Competency Level Assessment (PTK) among the Royal Malaysian Customs' Staff in Kuching as part of the requirement in the Bachelor of Administrative Science (Honours). We believe that your participation in this study will provide a representative picture of their perception towards Competency Level Assessment (PTK). It will take you about 10 minutes to complete the questionnaire. There is no right or wrong responses to the questions. We are interested in your views and perception on this topic

Please complete the questionnaire and return it to the representatives who provided you the questionnaire. As we must complete this study by the end of October 2010, we hope that you will complete the questionnaire at your earliest convenience.

All responses are confidential and will be used only for this study. Any report of the data will be aggregated and will not identify the respondent. If you have any questions about this study, we will be most happy to clarify. We thank you for your cooperation and wish you all the best.

**Researchers:**

Dyg Bibi Zulaiqha Bt Abg Idris                      0135751076

Nur Baidzura Bt Basir                                      0145777957

**Supervisor:**

Miss Zalina Mohd Desa



## Section A (Respondent's Profile)

Instruction: Please tick (/) one answer

**1) Gender:**

- Female
- Male

**2) Age:**

- 21 – 25
- 26 – 30
- 31 – 35
- 36 – 40
- 41 and above

**3) Marital Status:**

- Unmarried
- Married

**4) Educational Qualification:**

- SRP/PMR
- SPM/MCE
- DIPLOMA
- DEGREE
- MASTER

**5) Years of service :**

- 1 – 5 years
- 5 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 years and above

**6) Monthly income :**

- |                  |     |
|------------------|-----|
| Below RM 1500    | [ ] |
| RM1501 – RM 2500 | [ ] |
| RM2501 – RM 3500 | [ ] |
| RM3501 – RM 4500 | [ ] |
| RM4501 and above | [ ] |

**7) Have you seated for PTK's examination?**

- |     |     |
|-----|-----|
| Yes | [ ] |
| No  | [ ] |

**8) If yes, please state your current TK level.**

- |      |     |
|------|-----|
| TK 1 | [ ] |
| TK 2 | [ ] |
| TK 3 | [ ] |
| TK 4 | [ ] |
| TK 5 | [ ] |
| TK 6 | [ ] |

## Section B (Level of perception)

Instruction: Please circle your answer

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

No	Statements					
B1	PTK system is required in every government organization	1	2	3	4	5
B2	PTK's implementation has provided many benefits to my career development	1	2	3	4	5
B3	I am satisfied with the current PTK's system	1	2	3	4	5
B4	PTK may help to identify my strengths and weaknesses	1	2	3	4	5
B5	PTK is the best channel to determine the level of competencies among the government servants	1	2	3	4	5
B6	PTK's examination/courses are relevant with my current work field	1	2	3	4	5
B7	Large amount of time may be wasted due to the PTK's implementation	1	2	3	4	5
B8	Productivity of the organization may be affected due to more focus required by the staff to prepare for PTK's examination	1	2	3	4	5
B9	Money may be wasted on forms, training and courses as support the success of PTK	1	2	3	4	5
B10	PTK's demoralized the motivation of government servants to implement their tasks	1	2	3	4	5
B11	Organization's conflict may be arise due to unfairness feeling towards colleague's promotion and salary increment	1	2	3	4	5
B12	My readiness level is sufficient to sit for PTK's examination	1	2	3	4	5

### Section C (Level of capability)

Instruction: Please circle your answer

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

No	Statements					
C1	I become motivated after taking PTK's examination	1	2	3	4	5
C2	I am able to become a good leader to my subordinates after sitting PTK's examination	1	2	3	4	5
C3	I am able to communicate well with my colleagues after attending courses for PTK	1	2	3	4	5
C4	I feel demotivated when I failed PTK's examination and it affected my task performance	1	2	3	4	5
C5	I am not able to contribute towards good productivity of organization although I have sat for PTK's examination	1	2	3	4	5
C6	I am not ready to hold challenging responsibilities of new post after passing my PTK's examination	1	2	3	4	5

### Section D: Recommendation & Suggestion

D1. Do you think PTK should or should not be abolished? Why?

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D2. What are your suggestions to improve PTK's system?

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## **PANDUAN PELAKSANAAN PEMANTAPAN PENILAIAN TAHAP KECEKAPAN**

### **TUJUAN**

1. Tujuan panduan ini adalah untuk menjelaskan kaedah pelaksanaan Penilaian Tahap Kecekapan (PTK) yang telah dimantapkan.

### **LATAR BELAKANG**

2. Di bawah Sistem Saraan Malaysia, kerajaan telah memperkenalkan PTK dalam perkhidmatan awam pada 1 November 2002. PTK merupakan instrumen untuk menilai kompetensi sumber manusia dalam aspek pengetahuan, kemahiran dan ciri-ciri peribadi yang positif. Perkhidmatan awam kini sedang berhadapan dengan perubahan persekitaran yang dinamik yang memerlukan pekerja yang berpengetahuan (*k-workers*) yang dapat memenuhi ekspektasi *stakeholders* serta pelanggan yang semakin tinggi. Oleh itu, perkhidmatan awam perlu memberi penekanan kepada penguasaan ilmu pengetahuan, peningkatan kemahiran dan pengamalan ciri-ciri peribadi yang positif. Perkhidmatan awam juga perlu mengamalkan budaya pembelajaran yang berterusan serta pengurusan fleksibel yang berupaya bertindak secara proaktif dan berkesan.

### **OBJEKTIF PENILAIAN TAHAP KECEKAPAN**

3. Objektif PTK diperkenalkan adalah untuk:
  - (a) menggalakkan pembangunan diri (*self development*) melalui pembelajaran berterusan;

- (b) menggalakkan penggunaan pengetahuan, kemahiran, kreativiti dan inovasi dalam pelaksanaan tugas;
- (c) menerapkan budaya kerja berpasukan;
- (d) memantapkan organisasi pembelajaran (*learning organization*) dalam sektor awam selaras dengan matlamat melahirkan pekerja berpengetahuan;
- (e) melaksanakan pengurusan sumber manusia berasaskan kompetensi; dan
- (f) membolehkan pengiktirafan diberikan kepada pegawai khususnya melalui Anjakan Gaji dan kemajuan kerjaya.

## TAFSIRAN

4. Bagi maksud panduan ini:

“**Anjakan Gaji**” bermaksud pergerakan gaji daripada matagaji semasa ke matagaji di Tangga berikutnya pada satu Peringkat yang lebih tinggi dalam Jadual Gaji Matriks Sistem Saraan Malaysia;

“**Kriteria Penilaian**” bermaksud perkara-perkara yang diberi penilaian termasuklah pecahan-pecahan di bawahnya (*sub-criteria*);

“**Lulus Bersyarat**” bermaksud pegawai tidak mencapai markah minimum bagi mana-mana komponen yang ditetapkan;

“**Lulus PTK**” bermaksud melepasi tahap kompetensi yang ditetapkan bagi sesuatu PTK;

“**Melempi Tahap Kompetensi**” bermaksud berjaya mencapai sekurang-kurangnya markah minimum yang ditetapkan bagi semua komponen berkenaan pada sesuatu tahap kecekapan yang berkaitan;

“**Menduduki Semula** (*refer*)” bermaksud menduduki semula mana-mana komponen yang tidak mencapai markah minimum bagi keputusan Lulus Bersyarat;

“**Mengulangi** (*repeat*)” bermaksud menduduki semula keseluruhan PTK pada tahap kecekapan yang berkaitan;

“**Pegawai**” bermaksud seseorang yang berkhidmat secara tetap dalam Perkhidmatan Awam Persekutuan;

“**Tahap Keputusan**” bermaksud keputusan PTK mengikut aras berasaskan markah yang dicapai; dan

“**Tidak Melempi Tahap Kompetensi**” bermaksud tidak mencapai markah minimum yang ditetapkan bagi semua komponen berkenaan di sesuatu tahap kecekapan yang berkaitan.

## **KONSEP PENILAIAN TAHAP KECEKAPAN**

5. PTK bermaksud penilaian tahap pencapaian seseorang pegawai dari aspek pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif yang perlu bagi sesuatu gred jawatan dalam perkhidmatan berkenaan. Tahap Kecekapan bermaksud gabungan aspek pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif yang perlu bagi sesuatu gred jawatan untuk perkhidmatan berkenaan. Ia berbeza mengikut gred jawatan dan aras kesukaran.

6. Penilaian kompetensi pegawai perkhidmatan awam dilaksanakan melalui peperiksaan, kursus dan kaedah lain seperti amali/pemerhatian/temuduga mengikut kumpulan perkhidmatan dan juga tahap kecekapan. Kaedah pengukuran tersebut adalah berdasarkan kepada kompetensi. Kompetensi bermaksud gabungan aspek pengetahuan, kemahiran dan ciri-ciri peribadi yang perlu bagi sesuatu pekerjaan atau jawatan.

7. Kompetensi pegawai yang diukur dibahagikan kepada dua jenis, iaitu kompetensi umum dan kompetensi khusus seperti berikut:

- (a) Kompetensi umum (*generic competency*) iaitu pengetahuan, kemahiran dan ciri-ciri peribadi yang perlu dimiliki oleh setiap pegawai tanpa mengira gred jawatan dan organisasi pegawai berkenaan.
- (b) Kompetensi khusus (*functional competency*) iaitu pengetahuan, kemahiran dan ciri-ciri peribadi khusus yang diperlukan bagi melaksanakan bidang tugas sesuatu jawatan.

8. Di bawah PTK terdapat enam (6) Tahap Kecekapan (TK) bagi skim perkhidmatan kumpulan Pengurusan dan Profesional iaitu bermula dari TK1 hingga TK6. Sementara itu bagi skim perkhidmatan kumpulan Sokongan, terdapat empat (4) Tahap Kecekapan iaitu bermula dari TK1 hingga TK4.

## **PENETAPAN TAHAP KECEKAPAN**

9. Penetapan tahap kecekapan ditentukan mengikut aras kesukaran. Aras kesukaran bagi sesuatu tahap adalah bergantung kepada kompetensi mengikut gred jawatan sesuatu skim perkhidmatan. Terdapat beberapa kaedah bagi menentukan Tahap Kecekapan, antaranya adalah berdasarkan gred jawatan, aras kesukaran dan asas kemahiran. Kaedah penilaian bagi aras kesukaran tersebut ditetapkan sepertimana dalam **Jadual 1**.



**Jadual 1**  
**Aras Kesukaran Mengikut Tahap Kecekapan dan Kaedah Penilaian**

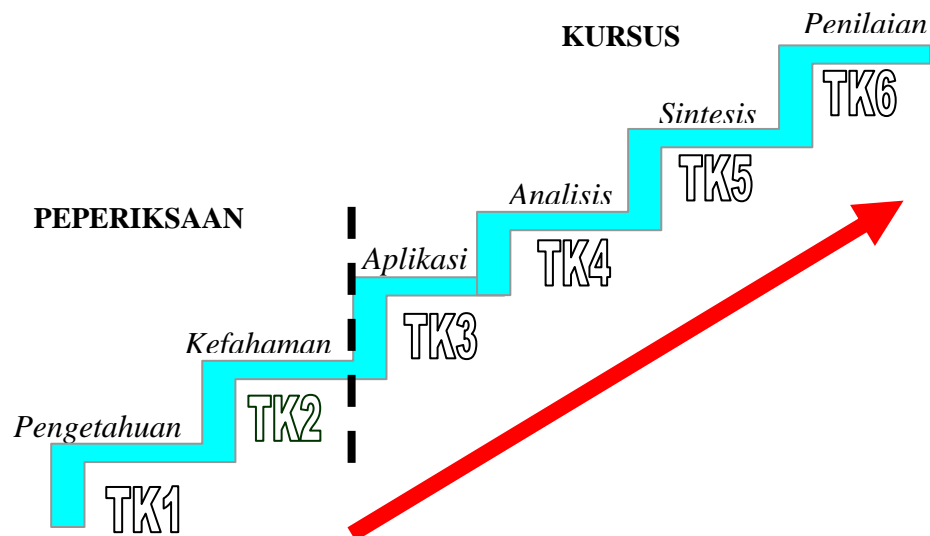
<b>Tahap Kecekapan</b>	<b>Aras Kesukaran</b>	<b>Maksud Aras Kesukaran</b>	<b>Kaedah Penilaian PTK</b>
TK1	Pengetahuan	Kebolehan mengingat semula perkara-perkara yang sudah dipelajari	Peperiksaan atau kaedah penilaian lain yang sesuai dan Kursus/Modul Kenegaraan
TK2	Kefahaman	Kebolehan memahami makna perkara yang dipelajari	Peperiksaan atau kaedah penilaian lain yang sesuai
TK3	Aplikasi	Kebolehan menggunakan maklumat untuk menyelesaikan masalah	Kumpulan Pengurusan dan Profesional - Kursus
			Kumpulan Sokongan - Peperiksaan atau kaedah penilaian lain yang sesuai
TK4	Analisis	Kebolehan memecahkan bahan-bahan yang dipelajari kepada bahagian kecil serta mengenalpasti hubungan antara bahagian dan menyusun semula elemen-elemen berkenaan	Kumpulan Pengurusan dan Profesional - Kursus
			Kumpulan Sokongan - Kursus

Tahap Kecekapan	Aras Kesukaran	Maksud Aras Kesukaran	Kaedah Penilaian PTK
TK5	Sintesis	Kebolehan menyatukan bahan-bahan yang dipelajari kepada satu kesatuan/rumusan	Kursus
TK6	Penilaian	Kebolehan menilai bagi tujuan tertentu dengan menggunakan kriteria yang ditetapkan	Kursus

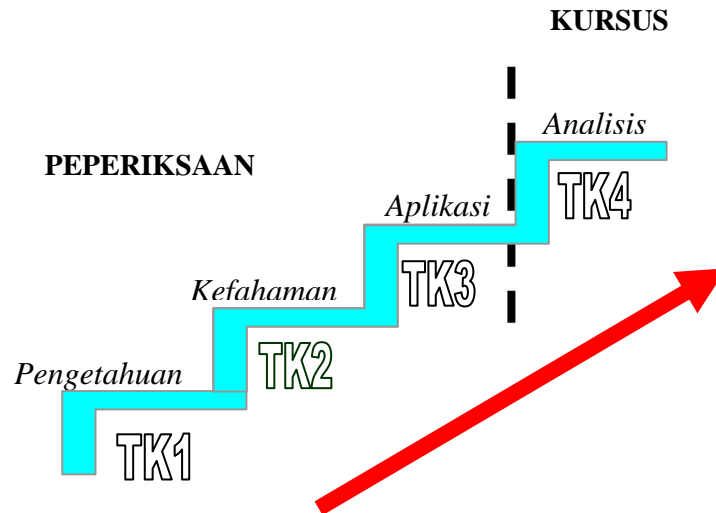
10. Secara amnya aras kesukaran dan TK adalah digambarkan menerusi **Rajah 1** dan **Rajah 2** seperti berikut:

**Rajah 1**

**Pelaksanaan Penilaian Tahap Kecekapan Kumpulan Pengurusan dan Profesional**



**Rajah 2**  
**Pelaksanaan Penilaian Tahap Kecekapan Kumpulan Sokongan**



**KOMPONEN PENILAIAN TAHAP KECEKAPAN**

11. Komponen utama yang dinilai dalam PTK adalah terdiri daripada aspek pengetahuan, kemahiran dan ciri-ciri peribadi yang positif.

**PENILAIAN TAHAP KECEKAPAN**

12. PTK mengikut kumpulan perkhidmatan adalah seperti berikut:

**Kumpulan Pengurusan dan Profesional**

**(a) Tahap Kecekapan 1 (TK1)**

Menilai tahap pengetahuan dan juga kefahaman serta ciri-ciri sikap, nilai dan etika kerja positif yang diperlukan mengikut kompetensi bidang tugas perkhidmatan.

**(b) Tahap Kecekapan 2 (TK2)**

Menilai kefahaman dan aplikasi dari segi pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif berkaitan dengan bidang tugas perkhidmatan serta kemampuan memberi khidmat nasihat dan boleh menyebarkan pengetahuan kepada orang lain.

**(c) Tahap Kecekapan 3 (TK3)**

Menilai pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif serta kebolehan mengaplikasikan, memberi khidmat nasihat, menyebarkan pengetahuan kepada orang lain dan memberi sumbangan yang berkesan kepada organisasi sesuai dengan gred jawatan yang disandang.

**(d) Tahap Kecekapan 4 (TK4)**

Menilai pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif dan kebolehan pegawai menganalisis isu dan masalah. Ia juga menilai keupayaan pegawai membimbing pegawai lain di bawah kawalannya sesuai dengan gred jawatan yang disandang.

**(e) Tahap Kecekapan 5 (TK5)**

Menilai pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif serta kebolehan mensintesis dan membimbing beberapa pasukan kerja atau melaksanakan fungsi penting sesuai dengan gred jawatan yang disandang.

**(f) Tahap Kecekapan 6 (TK6)**

Menilai pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif serta kebolehan pegawai untuk membuat penilaian sebagai pemimpin dan pengurus untuk memastikan perubahan dan usaha-usaha pembaharuan perkhidmatan awam dilaksanakan berdasarkan dasar-dasar dan peraturan yang ditetapkan.

## **Kumpulan Sokongan (Gred 17-40)**

**(a) Tahap Kecekapan 1 (TK1)**

Menilai tahap pengetahuan dan kefahaman serta ciri-ciri sikap, nilai dan etika kerja positif seseorang pegawai dalam memahami peraturan, prosedur dan sistem kerja sesuai dengan bidang tugas perkhidmatan.

**(b) Tahap Kecekapan 2 (TK2)**

Menilai tahap kefahaman dan aplikasi seseorang pegawai dari segi pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif serta kebolehan dalam memahami dan mengaplikasi peraturan, prosedur dan sistem kerja dalam bidang tugas perkhidmatan.

**(c) Tahap Kecekapan 3 (TK3)**

Menilai keupayaan seseorang pegawai mengaplikasi pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif serta mampu menyelia dan boleh memberi khidmat nasihat dan pandangan sesuai dengan bidang tugas perkhidmatan.

**(d) Tahap Kecekapan 4 (TK4)**

Menilai pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif serta kebolehan pegawai membantu ketua jabatan/pegawai atasan dalam urusan pentadbiran pejabat dan penyeliaan pegawai di bawah kawalannya dengan berkesan.

## **Kumpulan Sokongan (Gred 1-16)**

**(a) Tahap Kecekapan 1 (TK1)**

Menilai tahap pengetahuan dan kefahaman serta ciri-ciri sikap, nilai dan etika kerja positif seseorang pegawai dalam memahami peraturan, prosedur dan sistem kerja sesuai dengan bidang tugas perkhidmatan.

**(b) Tahap Kecekapan 2 (TK2)**

Menilai tahap kefahaman dan aplikasi seseorang pegawai dari segi pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif serta kebolehan dalam memahami dan mengaplikasi peraturan, prosedur dan sistem kerja dalam bidang tugas perkhidmatan.

**(c) Tahap Kecekapan 3 (TK3)**

Menilai keupayaan seseorang pegawai mengaplikasi pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif serta mampu menyelia pegawai di bawah kawalannya dengan berkesan.

**(d) Tahap Kecekapan 4 (TK4)**

Menilai pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif serta kebolehan pegawai membantu ketua jabatan/pegawai atasan dalam urusan pentadbiran pejabat dan penyeliaan pegawai di bawah kawalannya dengan berkesan.

## **SYARAT MENGIKUTI PENILAIAN TAHAP KECEKAPAN**

13. Setiap pegawai berpeluang untuk mengikuti PTK dengan syarat-syarat berikut:
- (a) telah disahkan dalam perkhidmatan;
  - (b) telah berada di gred yang disandang secara hakiki; dan
  - (c) diperakukan oleh Ketua Jabatan.

### **Tahap Kecekapan Di Gred Lantikan (Tahap Kecekapan 1 dan Tahap Kecekapan 2)**

14. Pegawai boleh mengikuti Tahap Kecekapan 1 setelah disahkan dalam perkhidmatan tetapi Anjakan Gaji hanya boleh dipertimbangkan selepas tiga (3) tahun dari tarikh perlantikan.

15. Pegawai yang sedang berada di peringkat gaji P2 tetapi belum lulus Tahap Kecekapan 1 hendaklah mengikuti dan lulus Tahap Kecekapan 1 sebelum dipertimbangkan kenaikan pangkat ke gred yang lebih tinggi. Pegawai juga boleh menduduki Tahap Kecekapan 2 untuk dipertimbangkan Anjakan Gaji ke P3 dan kenaikan pangkat ke gred yang lebih tinggi.

16. Pegawai yang sedang berada di peringkat gaji P3 tetapi belum lulus Tahap Kecekapan 1 atau Tahap Kecekapan 2 hendaklah lulus Tahap Kecekapan 1 atau Tahap Kecekapan 2 untuk dipertimbangkan kenaikan pangkat ke gred yang lebih tinggi.

### **Tahap Kecekapan Di Gred Kenaikan Pangkat (Tahap Kecekapan 3 ke atas)**

17. Pegawai boleh menduduki PTK apabila berada di gred kenaikan pangkat secara hakiki bagi tujuan mendapat Anjakan Gaji ke P2 dan pertimbangan kenaikan pangkat seterusnya.

18. Pegawai yang sedang berada di peringkat gaji P2 boleh menduduki PTK untuk dipertimbangkan kenaikan pangkat ke gred yang lebih tinggi.

19. Pegawai yang menyandang jawatan dalam skim perkhidmatan bersepadu, kaedah PTK adalah sama sebagaimana kaedah penilaian seperti di Jadual 1, perenggan 9.

### **SUKATAN PEPERIKSAAN DAN KURIKULUM KURSUS**

20. Kandungan sukatan peperiksaan dan kurikulum kursus hendaklah berdasarkan kepada kompetensi jawatan berkenaan yang mengandungi dua elemen kompetensi iaitu kompetensi umum dan kompetensi khusus.

21. Kedua-dua elemen kompetensi ini disepadukan dalam pembentukan profil kecekapan yang perlu bagi seseorang pegawai awam dalam menjalankan tugas-tugas mengikut gred jawatan sesuatu skim perkhidmatan berkenaan.

22. Pembangunan sukatan peperiksaan dan kurikulum kursus hendaklah digubal berdasarkan kepada analisis jawatan dan analisis tugas (*job analysis and task analysis*). Ini bertujuan untuk menentukan keperluan pengetahuan, kemahiran serta ciri-ciri sikap, nilai dan etika kerja positif yang diperlukan dalam sesuatu gred jawatan. Sukatan peperiksaan dan kurikulum kursus hendaklah ditetapkan oleh Panel Penggubalan Sukatan Peperiksaan dan Panel Penggubalan Kurikulum Kursus.

### **KAEDAH PENILAIAN TAHAP KECEKAPAN**

23. Kaedah PTK bagi semua kumpulan perkhidmatan dilaksana berdasarkan tahap kecekapan dan kaedah penilaian seperti di **Jadual 2**.



**Jadual 2**  
**Kaedah Penilaian Mengikut Kumpulan Perkhidmatan**

<b>Kumpulan Perkhidmatan</b>	<b>Tahap Kecekapan</b>	<b>Kaedah Penilaian</b>
<b>Kumpulan Pengurusan dan Profesional (Gred 41-54)</b>	<b>TK1</b>	<ul style="list-style-type: none"> <li>▪ Kursus/Modul Kenegaraan</li> <li>▪ Peperiksaan (Esei dan/atau Aneka Pilihan) <ul style="list-style-type: none"> <li>- Kompetensi Umum</li> <li>- Kompetensi Khusus, atau</li> </ul> </li> <li>▪ Kaedah penilaian lain yang sesuai</li> </ul>
	<b>TK2</b>	<ul style="list-style-type: none"> <li>▪ Peperiksaan (Esei dan/atau Aneka Pilihan) <ul style="list-style-type: none"> <li>- Kompetensi Umum</li> <li>- Kompetensi Khusus, atau</li> </ul> </li> <li>▪ Kaedah penilaian lain yang sesuai</li> </ul>
	<b>TK3, TK4 dan TK5</b>	<ul style="list-style-type: none"> <li>▪ Kursus (7 hari)</li> </ul>
	<b>TK6</b>	<ul style="list-style-type: none"> <li>▪ Kursus (10 hari)</li> </ul>
<b>Kumpulan Sokongan (Gred 17–40)</b>	<b>TK1</b>	<ul style="list-style-type: none"> <li>▪ Kursus/Modul Kenegaraan</li> <li>▪ Peperiksaan (Aneka Pilihan) <ul style="list-style-type: none"> <li>- Kompetensi Umum</li> <li>- Kompetensi Khusus, atau</li> </ul> </li> <li>▪ Kaedah penilaian lain yang sesuai</li> </ul>
	<b>TK2 dan TK3</b>	<ul style="list-style-type: none"> <li>▪ Peperiksaan (Aneka Pilihan) <ul style="list-style-type: none"> <li>- Kompetensi Umum</li> <li>- Kompetensi Khusus, atau</li> </ul> </li> <li>▪ Kaedah penilaian lain yang sesuai</li> </ul>
	<b>TK4</b>	<ul style="list-style-type: none"> <li>▪ Kursus (6 hari)</li> </ul>

<b>Kumpulan Perkhidmatan</b>	<b>Tahap Kecekapan</b>	<b>Kaedah Penilaian</b>
<b>Kumpulan Sokongan (Gred 1-16)</b>	<b>TK1</b>	<ul style="list-style-type: none"> <li>▪ Kursus/Modul Kenegaraan</li> <li>▪ Amali, pemerhatian, ujian dan/atau temuduga</li> </ul>
	<b>TK2, TK3 dan TK4</b>	Amali, pemerhatian, ujian dan/atau temuduga

24. Kaedah penilaian ditunjukkan secara grafik di **Lampiran A**.

25. Kaedah penilaian bagi skim perkhidmatan yang syarat lantikan adalah Penilaian Menengah Rendah (PMR) atau Sijil Rendah Pelajaran (SRP) dan ke bawah adalah seperti di **Lampiran B**.

26. Kaedah serta tempoh penilaian selain daripada yang dinyatakan di perenggan 23 seperti ujian, amali atau penilaian profesional/teknikal hendaklah mendapat kelulusan daripada Lembaga Penilaian Kompetensi Kementerian/Jabatan/Agensi dan dikemukakan untuk mendapat pengesahan daripada Ketua Pengarah Perkhidmatan Awam.

#### **WAJARAN PEMARKAHAN**

27. Wajaran pemarkahan merujuk kepada penekanan/pemberat kepada skop yang perlu diberi keutamaan dalam PTK. Wajaran pemarkahan PTK adalah seperti di **Jadual 3**.

**Jadual 3**

**Wajaran Pemarkahan dalam Penilaian Tahap Kecekapan**

Kumpulan Perkhidmatan	Tahap	Wajaran Pemarkahan		
		Peperiksaan	Ujian	Penilaian
Kumpulan Pengurusan dan Profesional (Gred 41-54)	TK1	Kompetensi Umum : 40%	-	-
	TK2	Kompetensi Khusus : 60%	-	-
	TK3	-	70%	30%
	TK4	-	40%	60%
	TK5	-	30%	70%
	TK6	-	-	100%
Kumpulan Sokongan (Gred 17-40)	TK1	Kompetensi Umum : 40% Kompetensi Khusus : 60%	-	-
	TK2		-	-
	TK3		-	-
	TK4	-	40%	60%
Kumpulan Sokongan (Gred 1-16)	TK1	-	-	100%
	TK2	-	-	100%
	TK3	-	-	100%
	TK4	-	-	100%

**PENENTUAN TAHAP KEPUTUSAN PENILAIAN TAHAP KECEKAPAN**

28. Penentuan tahap keputusan bertujuan memperlihatkan keupayaan sebenar seseorang pegawai bagi PTK yang diduduki yang mana dapat dibahagikan kepada empat (4) tahap seperti di **Jadual 4**.

**Jadual 4**  
**Struktur Penggredan Tahap Keputusan Penilaian Tahap Kecekapan**

<b>Tahap Keputusan</b>	<b>Penjelasan</b>	<b>Catatan</b>
<b>Aras IV</b>	Lulus/Melepassi Tahap Kompetensi pada aras kecemerlangan	Layak dipertimbangkan untuk Anjakan Gaji. Boleh dipertimbangkan untuk kenaikan pangkat
<b>Aras III</b>	Lulus /Melepassi Tahap Kompetensi	Boleh dipertimbangkan untuk kenaikan pangkat
<b>Aras II</b>	Lulus Bersyarat	Menduduki semula bahagian/komponen yang berkaitan
<b>Aras I</b>	Tidak Melepassi Tahap Kompetensi	Mengulangi PTK (peperiksaan/ujian dan penilaian)

**PENETAPAN KEPUTUSAN PENILAIAN TAHAP KECEKAPAN**

29. Keputusan PTK adalah berdasarkan tahap keputusan yang diperolehi bagi setiap komponen dan kombinasi aras mengikut wajaran bagi komponen-komponen yang berkaitan pada PTK yang berkenaan. Sekiranya salah satu komponen tidak mencapai markah minimum yang ditetapkan, pegawai adalah dikehendaki untuk menduduki semula komponen yang berkenaan.

30. Aras yang dikira bagi menentukan keputusan PTK pegawai adalah mengikut aras terendah bagi komponen TK berkenaan.

31. Walau bagaimanapun bagi pegawai yang Lulus/Melepassi Tahap Kompetensi (Aras III atau Aras IV) atau Lulus Bersyarat (Aras II) bagi salah satu komponen yang ditetapkan dan salah satu komponen yang lain mendapat keputusan Tidak Melepassi Tahap Kompetensi (Aras I) atau tidak hadir salah satu komponen berkaitan, keputusannya adalah pada **Aras II** (Lulus Bersyarat). Contoh penetapan keputusan PTK adalah seperti di **Lampiran C**.

### **MEMPERBAIKI KEPUTUSAN PENILAIAN TAHAP KECEKAPAN**

32. Pegawai dibenarkan untuk menduduki semula mana-mana komponen bagi meningkatkan aras keputusan. Pegawai yang ingin memperbaiki keputusan PTK boleh mengulangi keseluruhan PTK atau menduduki semula komponen yang berkenaan. Hanya keputusan terbaik yang dicapai oleh pegawai akan diambil kira bagi menentukan aras pada Tahap Kecekapan yang berkenaan.

### **SYARAT MENDUDUKI SEMULA ATAU MENGULANGI PENILAIAN TAHAP KECEKAPAN**

33. Pegawai yang memperolehi keputusan Aras I boleh mengulangi semula keseluruhan PTK berkenaan pada PTK tahun berikutnya.

34. Pegawai yang memperolehi keputusan Aras II boleh menduduki semula komponen yang tidak mencapai tahap minimum pada PTK tahun berikutnya.

35. Garis panduan menduduki semula dan mengulangi kursus PTK adalah seperti di **Lampiran D**.

## **PENETAPAN TARIKH LULUS PENILAIAN TAHAP KECEKAPAN**

36. Tarikh kuatkuasa lulus PTK adalah pada tarikh hari pertama mendudukinya. Bagi pegawai yang mengulangi, tarikh kuatkuasa lulus adalah pada tarikh hari pertama mengulangi komponen PTK. Keputusan PTK dikeluarkan selepas Lembaga Penilaian Kompetensi Kementerian/Jabatan/Agensi menimbang dan mengesahkan keputusan PTK.

## **TANGGUNGJAWAB PENGENDALIAN PENILAIAN TAHAP KECEKAPAN**

37. Penilaian Tahap Kecekapan dikendalikan oleh agensi berikut:

<b>PERKHIDMATAN</b>	<b>AGENSI PELAKSANA</b>
(a) Gunasama di bawah Ketua Pengarah Perkhidmatan Awam (KPPA)	Jabatan Perkhidmatan Awam
(b) Gunasama di bawah Akauntan Negara	Jabatan Akauntan Negara
(c) Bukan Gunasama / Perkhidmatan Tertutup	Kementerian/Jabatan
(d) Kader	Ketua Perkhidmatan

## **KURSUS/MODUL KENEGARAAN**

38. Pegawai yang perlu mengikuti Kursus/Modul Kenegaraan adalah pegawai lantikan pertama dalam perkhidmatan awam yang belum disahkan perkhidmatannya atau pegawai yang telah disahkan dalam perkhidmatan tetapi tempoh perkhidmatannya adalah kurang daripada tiga (3) tahun pada 1 Januari 2005 dan belum mengikuti Kursus Kenegaraan.

39. Pegawai lantikan pertama yang belum disahkan dalam perkhidmatan perlu mengikuti Modul Kenegaraan yang diintegrasikan ke dalam Kursus Induksi Modul Umum atau Kursus Pra-Perkhidmatan atau kursus-kursus lain seumpamanya. Penjelasan mengenai pelaksanaan integrasi Modul Kenegaraan dalam Kursus Induksi adalah seperti di dalam Surat Pekeliling Perkhidmatan yang berkaitan. Pegawai yang telah disahkan dalam perkhidmatan tetapi belum menghadiri Kursus Kenegaraan, perlu mengikuti Kursus Kenegaraan secara berasingan yang dikendalikan oleh Biro Tatanegara seperti mana terkandung di dalam Surat Pekeliling Perkhidmatan Bilangan 1 Tahun 2003.

## **KURSUS PENILAIAN TAHAP KECEKAPAN**

### **Metodologi Kursus**

40. Kursus boleh dikendalikan bersesuaian dengan Tahap Kecekapan yang hendak dinilai mengikut metodologi berikut:

- (a) kuliah;
- (b) perbincangan;
- (c) projek/kajian kes; dan
- (d) persembahan projek.

### **Kekerapan dan Penyertaan Kursus**

41. Kekerapan kursus dalam setahun adalah bergantung kepada bilangan calon yang layak mengikuti kursus dan keupayaan pelaksanaan.

42. Penyertaan kursus untuk PTK hendaklah dilaksanakan seperti berikut:

- (a) sekiranya bilangan pegawai tidak mencukupi dan/atau agensi tidak berupaya untuk melaksanakan kursus tersebut, Lembaga Penilaian Kompetensi masing-

masing boleh membenarkan pegawai untuk mengikuti kursus PTK yang dianjurkan oleh kementerian atau jabatan lain yang mengendalikan kursus berkenaan dengan syarat ianya memenuhi keperluan kurikulum kursus PTK dan mempunyai persamaan tugas bagi jawatan berkenaan; dan

- (b) satu kursus yang sama boleh disertai oleh pegawai dari pelbagai agensi dan perkhidmatan yang sama bidang kompetensinya.

### **Tempoh Kursus**

43. Tempoh kursus adalah seperti berikut:

- (a) Kumpulan Pengurusan dan Profesional : TK6 - 10 hari  
: TK3 – TK5 - 7 hari
- (b) Kumpulan Sokongan : TK4 - 6 hari

Pengubahsuaian tempoh kursus boleh dilakukan dengan kebenaran Ketua Pengarah Perkhidmatan Awam.

### **STRUKTUR PENGURUSAN PENILAIAN TAHAP KECEKAPAN**

44. Struktur pengurusan PTK yang meliputi pembentukan Lembaga Penilaian Kompetensi dan panel-panel berkaitan adalah seperti di **Lampiran E**.



## **LEMBAGA PENILAIAN KOMPETENSI**

### **Lembaga Penilaian Kompetensi Perkhidmatan Awam (LPKPA)**

45. Keanggotaan LPKPA adalah terdiri daripada:

- (a) Pengerusi : Ketua Pengarah Perkhidmatan Awam/Timbangan  
Ketua Pengarah Perkhidmatan Awam
- (b) Ahli : Wakil Jabatan Peguam Negara;  
Wakil Perbendaharaan Malaysia;  
Wakil Unit Pemodenan Tadbiran dan  
Perancangan Pengurusan Malaysia;  
Ketua Pengarah Kesihatan/wakil;  
Ketua Pengarah Pelajaran/wakil;  
Ketua Pengarah Kerja Raya/wakil;  
Wakil Setiausaha Kerajaan Negeri; dan  
Pengarah Bahagian Perkhidmatan,  
Jabatan Perkhidmatan Awam.
- (c) Urus setia : Bahagian Perkhidmatan, Jabatan Perkhidmatan  
Awam

Korum LPKPA hendaklah sekurang-kurangnya empat (4) orang termasuk Pengerusi.

46. LPKPA bertanggungjawab terhadap perkara-perkara berikut:

- (a) dasar PTK bagi perkhidmatan awam;
- (b) penentuan dasar dan pengesahan pemberian nilai taraf sebagai pengganti atau pelengkap kepada komponen PTK;
- (c) pemantauan PTK yang dikendalikan oleh kementerian/jabatan; dan
- (d) pertimbangan rayuan PTK.

## **Lembaga Penilaian Kompetensi Kementerian/Setiausaha Kerajaan Negeri/Agensi**

47. Keanggotaan Lembaga Penilaian Kompetensi Kementerian/Setiausaha Kerajaan Negeri (SUK)/Agensi adalah seperti berikut:

- (a) Pengerusi : Ketua Setiausaha / Timbalan Ketua Setiausaha / Setiausaha Bahagian yang bertanggungjawab ke atas pengurusan sumber manusia, SUK/TSUK, Ketua Agensi/Timbalan Ketua Agensi.
- (b) Ahli : Ketua-ketua Jabatan di bawah kementerian/SUK/agensi atau wakil;  
Wakil Jabatan Perkhidmatan Awam; dan  
Wakil Bahagian/Unit yang bertanggungjawab ke atas pengurusan sumber manusia.
- (c) Urus setia : Bahagian/unit yang bertanggungjawab ke atas pengurusan sumber manusia.

Korum Lembaga Penilaian Kompetensi Kementerian/SUK/Agensi hendaklah sekurang-kurangnya tiga (3) orang termasuk Pengerusi.

48. Lembaga Penilaian Kompetensi Kementerian/SUK/Agensi bertanggungjawab terhadap perkara-perkara berikut:

- (a) dasar PTK di peringkat kementerian dan jabatan di bawah kementerian berkenaan;
- (b) penentuan nilai taraf sebagai pengganti atau pelengkap kepada komponen PTK dan memperakukannya kepada LPKPA;
- (c) kelulusan sukatan peperiksaan dan kurikulum kursus;
- (d) pelantikan Panel Peperiksaan dan Panel Penilaian;
- (e) pemantauan PTK yang dikendalikan oleh kementerian atau jabatan;

- (f) pertimbangan dan pengesahan keputusan PTK yang diperakukan oleh Panel Penilaian/Panel Peperiksaan; dan
- (g) pertimbangan dan keputusan rayuan PTK.

**Lembaga Penilaian Kompetensi Perkhidmatan Gunasama Di Bawah Ketua Pengarah Perkhidmatan Awam**

49. Keanggotaan Lembaga Penilaian Kompetensi Perkhidmatan Gunasama di bawah Ketua Pengarah Perkhidmatan Awam adalah seperti berikut:

- (a) Pengerusi : Timbalan Ketua Pengarah Perkhidmatan Awam/  
Pengarah Bahagian Perkhidmatan
- (b) Ahli : Wakil Bahagian Perkhidmatan, Jabatan Perkhidmatan Awam;  
  
Pengarah Bahagian Pembangunan Organisasi, Jabatan Perkhidmatan Awam atau wakil;  
  
Pengarah Institut Tadbiran Awam Negara atau wakil;  
  
Pengarah Unit Pemodenan Tadbiran dan Perancangan Pengurusan Malaysia atau wakil; dan  
  
Wakil Ketua Setiausaha Perbendaharaan.
- (c) Urus setia : Bahagian Perkhidmatan, Jabatan Perkhidmatan Awam

Korum Lembaga Penilaian Kompetensi Perkhidmatan Gunasama di bawah Ketua Pengarah Perkhidmatan Awam hendaklah sekurang-kurangnya tiga (3) orang termasuk Pengerusi.

50. Lembaga Penilaian Kompetensi Perkhidmatan Gunasama di bawah Ketua Pengarah Perkhidmatan Awam bertanggungjawab dalam hal-hal berikut:

- (a) dasar PTK perkhidmatan gunasama;

- (b) penentuan nilai taraf sebagai pengganti atau pelengkap kepada komponen PTK dan memperakukannya kepada LPKPA;
- (c) kelulusan sukatan peperiksaan dan kurikulum kursus perkhidmatan gunasama;
- (d) pelantikan Panel Peperiksaan dan Panel Penilaian;
- (e) pertimbangan dan pengesahan keputusan PTK yang diperakukan oleh Panel Penilaian/Panel Peperiksaan; dan
- (f) pertimbangan dan keputusan rayuan PTK perkhidmatan gunasama.

### **Lembaga Penilaian Kompetensi Perkhidmatan Gunasama di bawah Akauntan Negara**

51. Keanggotaan Lembaga Penilaian Kompetensi Perkhidmatan Gunasama di bawah Akauntan Negara adalah seperti berikut:

- (a) Pengerusi : Akauntan Negara/Timbangan Akauntan Negara
- (b) Ahli : Wakil Ketua Setiausaha Perbendaharaan;  
Wakil Ketua Pengarah Perkhidmatan Awam;  
Pengarah Institut Tadbiran Awam Negara atau wakil; dan  
Pengarah Unit Pemodenan Tadbiran dan Perancangan Pengurusan Malaysia atau wakil.
- (c) Urus setia : Bahagian/Unit Pengurusan Sumber Manusia Jabatan Akauntan Negara

Korum Lembaga Penilaian Kompetensi Perkhidmatan Gunasama di bawah Akauntan Negara hendaklah sekurang-kurangnya tiga (3) orang termasuk Pengerusi.

52. Lembaga Penilaian Kompetensi Perkhidmatan Gunasama di bawah Akauntan Negara bertanggungjawab terhadap perkara-perkara berikut:

- (a) dasar PTK perkhidmatan gunasama di bawah Akauntan Negara;

- (b) penentuan nilai taraf sebagai pengganti atau pelengkap kepada komponen PTK dan memperakukannya kepada LPKPA;
- (c) kelulusan sukatan peperiksaan dan kurikulum kursus perkhidmatan gunasama di bawah Akauntan Negara;
- (d) pelantikan Panel Peperiksaan dan Panel Penilaian;
- (e) pertimbangan dan pengesahan keputusan PTK yang diperakukan oleh Panel Penilaian/Panel Peperiksaan; dan
- (f) pertimbangan dan keputusan rayuan PTK perkhidmatan gunasama di bawah Akauntan Negara.

### **PANEL-PANEL PENILAIAN TAHAP KECEKAPAN**

53. Panel-panel PTK adalah seperti berikut:

- (a) Panel Penggubalan Sukatan Peperiksaan dan Kurikulum Kursus;
- (b) Panel Penilaian Kursus;
- (c) Panel Peperiksaan; dan
- (d) Panel Penilaian Perkhidmatan Sokongan (Gred 1 – 16).

#### **Panel Penggubalan Sukatan Peperiksaan Dan Kurikulum Kursus**

54. Keahlian panel ini terdiri daripada beberapa orang pegawai yang mempunyai pengetahuan dan kemahiran dalam bidang berkenaan untuk menggubal sukatan peperiksaan dan kurikulum kursus PTK berasaskan kompetensi dalam jawatan berkenaan.

#### **Panel Penilaian Kursus**

55. Panel ini terdiri daripada:

- (a) Pengerusi : Ketua Perkhidmatan atau wakil

- (b) Ahli : Wakil daripada jabatan yang menganjur kursus;  
Wakil daripada Jabatan Perkhidmatan Awam bagi kursus perkhidmatan gunasama atau wakil kementerian bagi kursus yang dianjurkan oleh jabatan; dan  
Wakil-wakil lain yang berkaitan dan bersesuaian dengan kursus berkenaan.

Korum Panel Penilaian hendaklah sekurang-kurangnya tiga (3) orang termasuk Pengerusi.

56. Ahli-ahli Panel hendaklah terdiri daripada pegawai yang arif dalam bidang yang dinilai dan/atau berada dalam gred yang lebih tinggi daripada pegawai yang menyertai kursus berkaitan.

57. Bidang kuasa Panel Penilaian adalah untuk:

- (a) menilai prestasi pegawai secara individu dan kumpulan;
- (b) meluluskan cadangan soalan-soalan ujian;
- (c) mengemukakan perakuan keputusan kursus kepada Lembaga Penilaian Kompetensi;
- (d) mengemukakan perakuan bagi pegawai yang gagal menamatkan kursus; dan
- (e) menyediakan laporan analisis pencapaian kursus untuk pertimbangan Lembaga Penilaian Kompetensi.

### **Panel Peperiksaan**

58. Panel Peperiksaan hendaklah diwujudkan untuk membantu Lembaga Penilaian Kompetensi mengendalikan PTK. Keanggotaan Panel Peperiksaan ini hendaklah terdiri daripada:

- (a) Pengerusi : Dilantik berdasarkan kepada kekananan dan kepakaran pegawai dalam bidang berkenaan.

- (b) Ahli : Dilantik berasaskan kekananan dan kepakaran pegawai dalam bidang berkenaan. Bilangan ahli mengikut keperluan peperiksaan.
- (c) Urus setia : Bahagian Pengurusan Sumber Manusia atau bahagian yang menguruskan peperiksaan.

Korum Panel Peperiksaan hendaklah sekurang-kurangnya tiga (3) orang termasuk Pengerusi.

59. Bidang kuasa Panel Peperiksaan adalah untuk:

- (a) menentukan taraf dan mutu soalan;
- (b) melantik penggubal soalan;
- (c) melantik pemeriksa kertas jawapan;
- (d) meluluskan soalan-soalan peperiksaan yang disediakan oleh penggubal;
- (e) mengemukakan perakuan keputusan peperiksaan kepada Lembaga Penilaian Kompetensi;
- (f) menyediakan laporan dan analisis peperiksaan kepada Lembaga Penilaian Kompetensi; dan
- (g) memperakukan kes-kes pelanggaran peraturan kepada Lembaga Penilaian Kompetensi.

### **Panel Penilaian Perkhidmatan Sokongan (Gred 1-16)**

60. Panel Penilaian Perkhidmatan Sokongan Gred 1 hingga 16 bagi skim perkhidmatan yang menetapkan syarat lantikan pada peringkat PMR atau SRP dan ke bawah hendaklah diwujudkan untuk membantu Lembaga Penilaian Kompetensi mengendalikan PTK. Keanggotaan Panel Penilaian ini hendaklah terdiri daripada:

- (a) Pengerusi : Ketua Jabatan atau wakil dari pegawai Kumpulan Pengurusan dan Profesional yang bertanggungjawab dengan urusan pentadbiran di kementerian atau jabatan.
- (b) Ahli : Wakil daripada beberapa bahagian/unit lain di kementerian atau jabatan.

- (c) Urus setia : Bahagian Sumber Manusia atau Pentadbiran.

Korum Panel Penilaian hendaklah sekurang-kurangnya tiga (3) ahli termasuk Pengerusi.

61. Fungsi Panel Penilaian ini adalah seperti berikut:

- (a) menilai prestasi pegawai secara individu dan berkumpulan;
- (b) menyediakan laporan dan analisis PTK yang telah dilaksanakan untuk kelulusan Lembaga Penilaian Kompetensi; dan
- (c) mengemukakan perakuan keputusan penilaian kepada Lembaga Penilaian Kompetensi.

#### **PEMBERIAN NILAI TARAF**

62. Pemberian nilai taraf sebagai pengganti atau pelengkap bagi keseluruhan atau sebahagian komponen dalam PTK untuk kelayakan dan kepakaran profesional/teknikal yang tertentu boleh diberi pertimbangan dalam penilaian kompetensi pegawai. Lembaga Penilaian Kompetensi Kementerian/SUK/Agensi bertanggungjawab untuk menentukan pemberian nilai taraf yang boleh diberi dan dikehendaki untuk mengemukakannya kepada Lembaga Penilaian Kompetensi Perkhidmatan Awam untuk pengesahan. Garis panduan pemberian nilai taraf PTK adalah seperti di **Lampiran F**.

#### **PERSEDIAAN MENGHADAPI PENILAIAN TAHAP KECEKAPAN**

63. Adalah menjadi tanggungjawab pegawai untuk membuat persediaan bagi meningkatkan pengetahuan dan kemahiran masing-masing selaras dengan kompetensi jawatan yang disandang. Ketua Jabatan boleh mengadakan program bimbingan ke arah meningkatkan lagi pembangunan kompetensi pegawai.



## **BAHAN-BAHAN RUJUKAN**

64. Kementerian/jabatan/agensi perlu menyediakan dan mengedarkan sukatan/kurikulum PTK, senarai rujukan yang berkaitan serta memastikan bahan-bahan bacaan penting mudah diperolehi. Ini membolehkan pegawai mengetahui skop penilaian dalam PTK dan menyediakan diri sebelum menduduki PTK.

## **PERTANYAAN**

65. Semua pertanyaan mengenai PTK boleh dikemukakan kepada:

Ketua Pengarah Perkhidmatan Awam  
Jabatan Perkhidmatan Awam  
Bahagian Perkhidmatan  
Cawangan Pengurusan Kompetensi  
Aras 5 - 6, Sapura @ Mines  
No.7 Jalan Tasik, The Mines Resort City  
43300 Seri Kembangan  
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