



Government policy on health worker competency testing regulations

Puji Hastuti¹, Wahyuningrat²

¹ Doctoral Student of Public Administration, General Soedirman University Purwokerto, Indonesia

² Doctor of Public Administration, General Soedirman University Purwokerto, Indonesia

Article Info

Article history:

Received: Oct 30, 2025

Revised: Nov 15, 2025

Accepted: Nov 30, 2025

Keywords:

Government Policy;

Health Worker;

Worker Competency Test.

ABSTRACT

The health worker competency test is an Indonesian government policy aimed at ensuring that health workers, such as doctors, nurses, midwives, and other medical personnel, have adequate competency and professional standards before officially working. The competency test is a process of measuring the knowledge, skills, and attitudes of students at universities that provide higher education in the health sector. The implementation of the competency test itself has experienced various problems and changes. For example, the competency test for graduates of health universities is considered not in accordance with the mandate of the Higher Education Law and the Health Worker Regulation because it is carried out by a national committee. The Purwokerto Midwifery Study Program, Diploma Three Program, is a health worker institution that graduates midwives and has conducted competency tests for its graduates. The purpose of this study is to describe the pass rate of the competency test since participating in 2020 to 2024 for 5 years at the Purwokerto Midwifery Study Program, Diploma Three Program, and the preparations made for the competency test as well as the obstacles experienced in implementing the competency test. The research method uses secondary data derived from educational reports to describe the pass rate of the competency test. Interviews and observations to examine the preparation and obstacles in implementing the competency test. From the 2020 to 2024 competency tests, graduates were declared 100% competent. One retaker in 2022 was declared competent at the next stage. Preparation for the competency test included identifying students who met the requirements and providing refreshers on the test questions. A perceived obstacle was server inefficiency during the exam. Students were advised to prepare well for the test to be declared competent.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



Corresponding Author:

Praise Hastuti,

Doctoral Student of Public Administration,

General Soedirman University Purwokerto,

Jl. Prof HR Bunyamin 708, Purwokerto, Central Java 53122, Chiayi County 62102, Indonesia.

Email: lsntl@ccu.edu.tw

1. INTRODUCTION

The health worker competency test is an Indonesian government policy aimed at ensuring that health workers, such as doctors, nurses, midwives, and other medical personnel (Fitria, Serudji, and Evareny 2019), possess adequate competency and professional standards before they can officially work. The competency test is a process of measuring the knowledge, skills, and attitudes of students at universities that provide higher education in the health sector (Ministry of Education and Culture 2020).

In implementing the health worker competency testing policy, the government plays a crucial role in effective coordination and oversight (Mayasari, P., & Marsaroza 2023). The government has the responsibility to facilitate and expedite the process, with an emphasis on appropriate placement. (Sumanti 2024) (Fatimah 2009). Furthermore, the role of the community is equally important in ensuring the success of this policy by actively participating and implementing the recommended steps. (Beatus Tambaip 2023).

The state establishes laws and regulations in the health sector aimed at protecting healthcare workers and ensuring the provision of quality and affordable healthcare services for the public (Edotry Torry Karwur, Lumunon, and Neil Tinangon 2024). In addition to leadership and management, nurse managers need to be aware of quality and safety, ensuring that patient safety is fundamental to healthcare delivery (Gonzalez-garcayaa 2021).

Although the number of graduates is quite large, they have varying competencies. The low UKNI graduation rate could threaten increased unemployment, delayed graduation, and even the competitiveness of Indonesian nurses compared to foreign nurses (Krisdianto, MA, & Kusumawati 2019).

Participants achieved both skill and soft skill competencies, exceeding the established standard of 80. However, there were differences in competency attainment based on the professional groups of doctors and nurses in skill competencies, while no differences were found in soft skill competencies. (Gultom 2023)

Midwives are one of the healthcare workers. Some midwives in healthcare settings still lack competency standards. The implementation of midwifery education contributes to the development of the midwives produced. Recruitment of prospective students, the quality of faculty, and the overall process of midwifery education are all components focused on ensuring midwives meet competency standards. (Werni, S., Rosita, R., Prihartini, N., & Despitarsari 2019).

The Indonesian healthcare worker competency test remains challenging. The results of the nurse competency test at the University of Sembilanbela November Kolaka in July 9, 2017, showed that of the 18 registered participants, 2 (11%) passed and 16 (89%) failed (Siagian, HJ, & Sagita 2019).

The midwife competency test in Indonesia has only been implemented since 2013 and the average result is that 30% of participants do not pass the midwife competency test with a passing score of 40.14% (Dikti, 2015) In (Fitria et al. 2019).

Data on midwife competency test participants were 33,792 in IX/2017, 19,957 in X/2018 and 13,146 in XI/2018. This number has decreased. The average pass rate was low at 55% and very low in period VIII/2017 at 22.89% and increased in period X/2018 at 27.95%. (Werni et al. 2020). Competency tests play an important role in the quality of midwives, so it is necessary to review the preparation for implementing competency tests when retakers participate as exam participants (Fitria et al. 2019).

The implementation of the competency test itself experienced various problems and changes. (Admin 2018). The competency test for graduates of health universities is considered not to fulfill the mandate of the Higher Education Law and the Health Workforce Law because it was conducted by a national committee. The Association of Health Universities requested that the Indonesian House of Representatives (DPR RI) restore the implementation of competency tests in universities to comply with the regulations on the autonomy of higher education institutions (Werni et al. 2020).

This article describes the completion of the competency test in the Purwokerto Midwifery Study Program, Diploma Three Program, Midwifery Department, Poltekkes Kemenkes Semarang from 2020 to 2024 for 5 years and the preparations made, as well as the obstacles felt in implementing the competency test .

2. RESEARCH METHOD

This qualitative study uses a phenomenological approach to uncover the preparation and perceived obstacles faced during the competency test by students of the Purwokerto Midwifery Study Program, Diploma Three Program. Data were collected through relevant informants through in -depth interviews, observation, and document study. Document study was used to collect data on the number of students who took the competency test and their graduation. Interviews were conducted with the Head of the Purwokerto Midwifery Study Program, student participants in the competency test, and the CBT laboratory manager at Campus 7, Poltekkes Kemenkes Semarang.

3. RESULTS AND DISCUSSIONS

The competency test results for students of the Purwokerto Midwifery Study Program, Diploma Three Program from 2020 to 2024 are listed in the following table:

Table 1 Results of student competency tests from 2020 to 2024

Year	Ukom Participants	Competent Participants	Incompetent Participants	%
2020	49	49	0	100
2021	46	46	0	100
2022 Period 2 Glb 1	57	56	1	98
2022 Period 2 Glb 2	2	2	0	100
2023 2 Glb 1	88	88	0	100
2023 2 Glb 2	1	1	0	100
2024	92	92	0	100

From the data in table 1, it can be seen that the results of the competency test for students of the Purwokerto Midwifery Study Program, Diploma Three Program from 2020 to 2024 passed 100% except in 2022, wave 1 period there was 1 retaker / did not pass the competency test but in the implementation of the competency test remedial, they could be competent. The Competency Test is a process of measuring the knowledge, skills, and attitudes of students at universities that provide higher education in the Health sector (Gultom 2023) . The results of the competency test also show that it is still above the average passing rate of data obtained from the results of the nurse competency test at the University of Sembilanbela November Kolaka period IX July 2017 shows that of the 18 registered participants, 2 people (11%) were declared to have passed and 16 people (89%) were declared to have failed (Siagian, HJ, & Sagita 2019) . The definition of health workers according to Law Number 17 of 2023 concerning Health, Health Workers are all people who dedicate themselves to the health sector and have a professional attitude, knowledge, and skills through higher education which for certain types requires the authority to carry out health efforts (Ministry of Law and Human Rights of the Republic of Indonesia 2023)

In the Main Performance Index (IKU) the Competency Test Passing Percentage of Poltekkes Kemenkes Semarang students in 2024 was set at 95%. From the IKU, the competency test for the Purwokerto Midwifery Study Program Diploma Three students has met the Main Performance Index because they passed 100% except for 1 retaker in 2022 and in the next period of competency tests they have also been declared passed. The stages and procedures that are strictly regulated in the implementation of the health worker competency test in Indonesia are carried out to ensure that health workers have adequate skills and knowledge in accordance with the established standards

(Gultom 2023) . The implementation of the health worker competency test is: Prospective participants who have completed education in the health sector must register to take the competency test (Mayasari, P., & Marsaroza 2023) .

In the preparation stage of the competency test for students of the Purwokerto Midwifery Study Program, the Diploma Three Program identifies students whether they have met the administrative requirements and requirements set by the committee. The requirements for competency test participants for DIII midwifery program students as listed in <https://ukbidan.kemdikbud.go.id> are that test participants must be registered in PD Dikti, for active student status and new students (0 years) SKS / KRS in PD DIKTI 100% , minimum semester taken 6 Semesters . The graduation deadline for student status PASSED and new students (0 years) is at least January 14, 2020. Pay the exam fee of Rp. 275,000 (Two hundred and seventy-five thousand rupiah) with the CBT (*Computer Based Test*) exam method according to the Bank Mandiri Virtual Account on the bill and payment in ROL and paid through Bank Mandiri Teller / ATM / *Internet Banking* . From these various requirements, prospective students for the competency test have been confirmed to meet the requirements before registering.

The procedure for the health worker competency test is that prospective participants who have completed their education in the health sector must register to take the competency test. Registration is carried out through educational institutions or individually through systems provided by the government or relevant professional organizations. To be able to register for the competency test, participants must meet all administrative requirements, such as complete educational documents, identity documents, and other requirements stipulated by the organizing committee (Mayasari, P., & Marsaroza 2023) .

The Head of the Study Program stated that the perceived obstacles in the preparation and implementation of the competency test for students of the Purwokerto Midwifery Study Program Diploma Three Program were the lack of competency test facilities, namely the CBT laboratory at Campus 7 of the Ministry of Health Polytechnic of Semarang, which is still being relocated. Only about 35 computers are available, so students must take the competency test at another location. The CBT laboratory manager also stated that the available space is around 60, but only about 35 computers are available and can be used. This number is still less than the requirement of 45 active computers with 5 spares. Periodic supervision and evaluation are carried out through monitoring by the Government and professional organizations. They monitor the implementation of the competency test to ensure that the process runs according to established standards. The implementation of the competency test is evaluated periodically to identify areas that need improvement and ensure compliance with developments in science and technology in the health sector.

This procedure ensures that the entire competency testing process is fair, transparent, and meets high quality standards, ensuring that healthcare workers who pass have the appropriate competencies to serve the public. Much like the previously integrated bureaucracy, with political officials, has undergone changes in The Reformation Era has now become a dichotomy between bureaucratic and political officials. These relational changes will undoubtedly have an impact in the realm of formulation and policy implementation. Policy values, which initially it was not possible to distinguish between the values of bureaucrats and the values of political officials, it should be easier to understand post-reformation (Indiahono, Purwanto, and Pramusinto 2018) .

Meanwhile, in preparation for the competency test for students of the Purwokerto Midwifery Study Program, the Diploma Three Program, according to the Head of the Study Program, was held a special refresher activity to further familiarize themselves with the competency test questions. It is hoped that by studying more about the competency test questions, students will be able to understand the types of questions and not be confused when answering, thus passing the competency test. Tryouts are a mechanism used as a practice for students before taking the actual

exam. Try outs are simply a medium for practicing questions. The more practice, the more prepared students will be to face it (Krisdianto and Kusumawati 2019) .

According to students asked about the obstacles they faced in dealing with competency test questions, some responded that they were confused about finding the most appropriate answers and complained that the competency test was not conducted on their own campus. Although the test was conducted in the same city , because it was on different campuses, orientation was required first. Some students also complained about the slowness of the server when entering answers and the slow saving of answers. Improvements to supporting infrastructure are needed to ensure smooth service delivery to students. Maintaining safe and consistently operational health services during extreme events and/or disasters—both natural and anthropogenic—will require substantial and increased investment and effort, not only in physical infrastructure but especially in improving the competency of health workers (Jagals, P., & Ebi 2021) . As stated, the implementation of democratic governance, such as freedom, openness, democratization, and accountability, at every stage of public deliberation/discussion itself (Tasroh and Paulus Israwan Setyoko 2025).

The competency test itself includes theory and practical exams (Werni et al. 2020) . The theory test is usually in the form of a written or computer-based test that assesses participants' knowledge of health sciences relevant to their profession (Sari, Ika Mardiatul Ulfa, and Desilestia Dwi Salmarini 2020) . Student competency test results are influenced by external factors (Judha, M., Sucipto, A., Amestiasih, T., & Fadlilah 2019) , including: Try Out, curriculum/learning methods, lecturer factors, other influential factors, while internal factors include: intelligence, interests and talents, motivation. Some of these factors can influence student competency test results. To become a nurse, both in Indonesia and Japan require a nursing license (Srimulyani, NE, Elsy, P., Hafna Ilmy Muhalla, N., & Rasyid 2022) . In Japan, there is also a national nursing exam as a requirement for obtaining certification or licensure as a nurse (Rahmi, U., & Sulastri 2019) . Exploratory factor analysis identified five general factors: comprehensive ability, professional passion, professional knowledge, professional skills, and research and development capabilities (Chang 2024).

Various efforts have been made to minimize these unpleasant feelings, so that students are ready to face the competency test (Krisdianto and Kusumawati 2019) . The competency test is to measure technical competency. Technical competency is the skill and ability of health workers to practice and perform tasks effectively and safely without supervisory supervision while applying appropriate knowledge, skills, and judgment (International Council of Nurses [ICN], 2009) in (Yaqoob Mohammed Al Jabri et al. 2021) .

In order for students to be ready for the competency test, they must have strong motivation. Motivation is a person's drive and desire to do something to achieve a goal. Motivation is the driving force that drives someone to take desired actions. These actions are carried out in the hope of realizing desires (Susanto, Kurniasih, and Wahyuningrat 2017) . In addition to motivation, health worker competency test preparation services take the form of tutoring services held three times a year. The implementation of these activities includes: 1. Marketing to the community and alumni of health workers, especially midwives and nurses, about the existence of this competency test tutoring, 2. Increasing human resource capacity in creating competency test questions carried out in item development workshops, 3. Planning tutoring by procuring question modules, 4. Implementing tutoring at Sari Mulia University, Banjarmasin (Sari et al. 2020)

4. CONCLUSION

The competency test results for Purwokerto Midwifery Study Program Diploma Three students from 2020 to 2024 were 100% passed except in 2022, during the first wave period there was 1 retaker / did not pass the competency test. Prospective students in the competency test were confirmed to meet the requirements before registering and a refreshing activity was held to prepare for the competency test for Purwokerto Midwifery Study Program Diploma Three students. The obstacles felt during the competency test were the lack of competency test facilities in the form of a CBT laboratory and the

slow server when entering answers, slow saving and some students still did not understand the types of competency test questions. The need to improve supporting facilities for competency tests such as a complete and standardized CBT laboratory. Prospective competency test participants were confirmed to meet the specified requirements so they did not experience obstacles and were ready to take the competency test with adequate preparation in understanding the competency test questions.

ACKNOWLEDGEMENTS

Our deepest gratitude and appreciation are expressed to the Head of the Purwokerto Midwifery Study Program, Diploma Three Program and the resource persons for their support in this research.

REFERENCES

- Admin. 2018. "Prioritizing Health in the National Development Agenda." *Https://Www.Kemkes.Go.Id/* 1.
- Beatus Tambaip, Alexander Phuk. 2023. "ANALYSIS OF PUBLIC POLICY STUDY ON HEALTH DEGREES IN PAPUA Tjilen." *Journal of Public Policy* 14(1).
- Chang, Ruijie. 2024. "Development and Validation of a Competency-Based Assessment Tool for Public Health Workers in Shanghai Community Health Centers: A Population-Based Study." 1–13.
- Edotry Torry Karwur, Christy, Theodorus HW Lumunon, and Edwin Neil Tinangon. 2024. *FULFILLMENT OF THE RIGHT TO OBTAIN HEALTH AS REVIEWED FROM ARTICLE 28 H PARAGRAPH 1 OF THE 1945 CONSTITUTIONAL LAW OF THE REPUBLIC OF INDONESIA 1*. Vol. 13.
- Fatimah, Meilia Siti. 2009. "The Relationship between Perception of the Midwifery Profession and the Learning Motivation of Diploma III Midwifery Students." (Midwifery Diploma IV Study Program, Faculty of Medicine, Sebelas Maret University, Surakarta).
- Fitria, Rahmah, Joserizal Serudji, and Lisma Evareny. 2019. "Preparation for Midwife Competency Test as Exit Exam." *Scientific Journal of Batanghari Jambi University* 19(1):195. doi: 10.33087/jiubj.v19i1.590.
- Gonzalez-garcayaa, Alberto. 2021. "Middle Nurse Manager Competency Model (MCGE-Logistics Level)." 1–13.
- Gultom, Desy Ariani. 2023. "Analysis of Competency Test Results for Hajj Health Worker Training Participants at Bapelkes Batam in 2023." *Insight: Journal of Religious Training Center* 4(2):187–202.
- Indiahono, Dwiyanto, Erwan Purwanto, and Agus Pramusinto. 2018. "Compliance and Conflict of Value in Public Policy Implementation: Comparison between the New Order and the Reformation Era." *Policy & Governance Review* 2(2):99. doi: 10.30589/pgr.v2i2.97.
- Jagals, P., & Ebi, K. 2021. "Core Competencies for Health Workers to Deal with Climate and Environmental Change." *International Journal of Environmental Research and Public Health* 18(8):38–49. doi: International Journal of Environmental Research <https://doi.org/10.3390/ijerph18083849>.
- Judha, M., Sucipto, A., Amestiasih, T., & Fadlilah, S. 2019. "Analysis of Competency Achievement Factors of Unriyo Nursing Students at Dr. Moewardi Surakarta Regional Hospital." *Caring: Nursing Journal* 8(2):48–60.
- Ministry of Education and Culture. 2020. *REQUIREMENTS FOR COMPETENCY TEST PARTICIPANTS FOR DIII MIDWIFERY PROGRAM STUDENTS*.
- Ministry of Law and Human Rights of the Republic of Indonesia. 2023. *Law Number 17 of 2023 concerning Health*.
- Krisdianto, MA, & Kusumawati, W. 2019. "Factors Influencing Passing the Indonesian Nurse Competency Test (UKNI)." *The Indonesian Journal of Health Science* 11(1):1–8.
- Krisdianto, Muhammad Agung, and Wiwik Kusumawati. 2019. "Factors Influencing Passing the Indonesian Nurse Competency Test (UKNI)." *The Indonesian Journal of Health Science* 11(1):1. doi: 10.32528/ijhs.v11i1.2232.
- Mayasari, P., & Marsarozza, V. 2023. "Perceptions of the Implementation of the Indonesian Nurses Competency Test (UKNI) Through Exit Exams for Nursing Professional Education Students." *Indonesian Nurses Journal* 14(1):73–79.
- Rahmi, U., & Sulastri, A. 2019. "Indonesian Nurses' Perceptions of Professional Certification Exams (Kangoshi and Kaigofukushishi) in Japan." *BSI Nursing Journal* 7(2):32–41.
- Sari, Anggrita, Ika Mardiatul Ulfa, and Desilestia Dwi Salmarini. 2020. "Healthcare Worker Competency Test Preparation Services at Sari Mulia University." *JURPIKAT (Journal of Community Service)* 1(3):275–85. doi: 10.37339/jurpikat.v1i3.303.

- Siagian, HJ, & Sagita, A. 2019. "The Relationship of Try Out with Nurse Competency Test Passing Level at the Sembilanbelas November University, Kolaka." *Jurnal Surya Medika (JSM)* 5(1):79–84.
- Srimulyani, NE, Elsy, P., Hafna Ilmy Muhalla, N., & Rasyid, RH 2022. "STUDENTS' PERCEPTION OF NGUDIA HUSADA MADURA HEALTH COLLEGE TOWARDS NURSES' WORK IN JAPAN." *Journal of Community Services* 6(2).
- Sumanti, Rati. 2024. "Collaborative Governance: A Strategy for Preventing and Reducing the Prevalence of Stunting." *Journal of Development Policy* 19(1):13–26. doi: 10.47441/jkp.v19i1.361.
- Susanto, Akhmad Edi, Denok Kurniasih, and Wahyuningrat. 2017. "PUBLIC SERVICE PERFORMANCE IN CILACAP REGENCY (The Influence of Work Motivation, Employee Commitment and Work Discipline on Civil Servant Performance in Cilacap Regency)." *Journal of Indonesian Public Administration and Governance Studies (JIPAGS)* Volume 01:169–81.
- Tasroh, and Paulus Israwan Setyoko. 2025. "The Deliberative Governance in Labor Policy Innovation." *Sampurasun Journal: Interdisciplinary Studies for Cultural Heritage* 11(1):1–17. doi: 10.23969/sampurasun.v11i1.22491.
- Werni, S., Rosita, R., Prihartini, N., & Despitasi, M. 2019. "Identification of Midwife Competencies: 2017 Health Worker Education Research Data." *Journal of Health Services Research and Development* 142–51.
- Werni, Sefrina, Rosita Rosita, Nita Prihartini, and Mieska Despitasi. 2020. "Identifying Midwife Competencies: 2017 Health Worker Education Research Data." *Journal of Health Services Research and Development* 142–51. doi: 10.22435/jpppk.v3i3.2458.
- Yaqoob Mohammed Al Jabri, Fatma, Tarja Kvist, Mina Azimirad, and Hannele Turunen. 2021. "A Systematic Review of Healthcare Professionals' Core Competency Instruments." *Nursing and Health Sciences* 23(1):87–102. doi: 10.1111/nhs.12804.