ENHANCING CIVIL SERVICE COMPETENCE

A COMPARATIVE STUDY OF QUALITY CONTROL INSPECTOR STANDARDS

IN INDONESIA AND THAILAND

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ABSTRACT

This study examines and compares the competency standards of quality control inspectors in Indonesia and Thailand, with the aim of improving the effectiveness of public services. This study discusses the challenges faced by civil servants in meeting competency expectations and examines the regulatory framework that guides these standards. Using a qualitative comparative design, data were collected through document analysis and semi-structured interviews with 20 participants in both countries. These findings reveal significant differences: Indonesia emphasizes technical competence in accordance with PAN RB Ministerial Regulation No. 38 of 2017, while Thailand focuses on compliance with regulations outlined by the Ministry of Trade. Despite this framework, both countries face implementation gaps, especially in Indonesia, where inspectors often experience role ambiguity and training limitations. In contrast, Thailand has implemented a clearer competency framework as well as a comprehensive training program that has improved the consistency of service quality and public trust. The study identifies a major research gap in cross-country, position-specific analyses of quality-control inspectors in Indonesia and Thailand. By developing a competency taxonomy, using harmonized assessments, and examining institutional barriers, it advances civil-service reform and highlights the need for systematic evaluation, integrated quality-assurance, and ongoing stakeholder collaboration to improve inspector performance and enhance public services.

INTRUDUCTION

In an era of globalisation marked by technological advances and increasingly complex industrial demands, human resource management in the public sector has undergone a significant transformation over the past few decades, shifting from traditional administrative practices to a more competency-based approach. This transformation is driven by the recognition that civil servant performance depends not only on structural arrangements and compliance with regulations but also on the knowledge, skills, and attitudes embedded in each position.

While existing literature acknowledges that civil-servant performance depends on structural arrangements and regulatory compliance, there is a notable deficiency in empirical studies that explicitly examine how the knowledge, skills, and attitudes (KSAs) embedded in specific positions — particularly quality-control inspectors — contribute to performance in different national contexts. Most competency research in public administration focuses on broad managerial or "soft" competencies rather than function-specific roles. For instance, studies in Indonesia emphasize generic technical, managerial, and socio-cultural competencies. (Sumanti, 2018) Moreover, there is a weak evidence base on how competency development programs (especially training) translate into measurable improvements in inspector effectiveness. Literature on training effectiveness often remains generalized or structurally oriented, without disaggregating role-based KSA profiles linked to job performance. The lack of data-driven, role-specific research limits our understanding of how to optimize civil service reform for inspector roles in different institutional settings. Therefore, competency-based human resource management has emerged as the dominant paradigm, providing a unified framework for recruitment, training, performance appraisal, and career development. The competence of civil servants is a crucial factor in enhancing the effectiveness of public service delivery. In the civil service system, competency standards define the behaviours and skills expected for a particular job role, ensuring accountability, transparency, and improved service quality. In the Indonesian context, where the state apparatus plays a central role in providing essential public services, establishing clear standards of work competency is crucial.

Despite this recognition, many government agencies in developing countries continue to face challenges in operationalising competency standards. In Indonesia, the development of competency standards is mandated by national regulations, particularly the Ministerial Regulation of the Ministry of PAN RB Number 38 of 2017 concerning competency standards for civil servants, which establishes a comprehensive competency framework for employees. The regulation reflects international practice by emphasising the domains of managerial, socio-cultural and technical competence, in addition to explicit indicators and proficiency levels. However, unlike countries with well-established competency dictionaries and integrated e-competency systems, Indonesia continues to struggle with fragmented implementation and limited institutional capacity. These limitations hinder the implementation of consistent competency standards, resulting in uneven professional development and service quality across government agencies.

The absence of structured competency standards raises several practical problems. Without competency standard benchmarks, the recruitment process risks misalignment between job requirements and personnel qualifications. Training programs often fail to target actual competency gaps, reducing their effectiveness in improving performance. Performance evaluations can rely on subjective judgments rather than objective measures, undermining fairness and accountability. More critically, the lack of competency standards hinders career development pathways, as employees cannot clearly identify the competencies needed to advance through functional positions. In Indonesia and Thailand, functional positions such as quality control inspectors play an important role in ensuring the quality of products and services. However, there are still challenges in formulating and implementing competency standards that align with the needs of the community and industry developments. Previous research has shown that well-defined competency standards can significantly improve the professionalism and accountability of civil

servants. Competency standards provide an objective reference for designing training curricula, setting promotion criteria, and evaluating performance. On the other hand, countries with mature competency systems benefit from improved workforce planning, civil service professionalism, and increased citizen satisfaction with public services. However, a gap still remains between theory and practice in the application of these standards in both countries.

While some studies have evaluated the competence of civil servants, few have conducted direct comparisons between Indonesia and Thailand in the context of quality control inspectors. The study aims to analyse and compare the competency standards of quality control inspectors in both countries, identifying key factors that improve the effectiveness of public services. By addressing these gaps, this research aims to make a significant contribution to the development of theoretical frameworks and practical applications in human resource management in the public sector. This question aims to address the following: What are the differences and similarities in the competency standards of quality control inspectors between Indonesia and Thailand, and how do these standards affect the effectiveness of public service delivery?

LITERATURE REVIEW

Competency standards in the public sector are a key instrument in establishing a professional, accountable, and responsive bureaucracy that meets the community's needs. The competence of state civil servants is not only related to technical aspects, but also to integrity, morality, and the ability to adapt to global dynamics and the digital era. However, in practice, various studies indicate that a significant gap still exists between regulation and implementation.

Competence in the context of employees is defined as a combination of knowledge, skills, and behavioural attitudes necessary to carry out job duties professionally, effectively, and

efficiently (Rizanuddin Nur, 2024). Spencer and Spencer emphasised that competence includes motives, personal traits, self-concept, knowledge, and skills (Rizanuddin Nur, 2024). This definition emphasises that competence is not just technical but also touches on psychological aspects and values.

In the context of bureaucracy, competence is viewed as a fundamental requirement for employees to perform government functions professionally. Competency standards then serve as a normative tool that outlines the minimum requirements employees must meet to occupy certain positions. According to PANRB Ministerial Regulation Number 38 of 2017, competency standards include three components:

1. Technical competence, which is related to expertise in the field of the position.
2. Managerial competencies, which relate to planning, organizing, leadership, and control.
3. Socio-cultural competence, which is related to the ability to communicate, adapt, and respect social and cultural diversity.

With competency standards, government agencies have objective references in carrying out recruitment, training, performance assessment, and employee career development. This aligns with the principle of meritocracy in human resource management.

The implementation challenges surrounding competency standards in Indonesia and Thailand indicate a deeper structural issue within public-sector human resource systems. Rather than merely reflecting administrative shortcomings, the absence of a role-specific technical competency dictionary highlights a misalignment between regulatory design and operational requirements, a pattern also identified in broader competency-based reforms in developing bureaucracies (Hutahaean, 2024). Without clear technical descriptors for specialized positions such as quality-control inspectors, organizations struggle to

operationalize competency frameworks into recruitment, performance appraisal, or targeted training. Furthermore, the tendency of employees to perceive training as a formal obligation rather than a professional development need reflects a low internalization of competency norms, consistent with findings in public-sector learning culture literature, which notes that mandated training often fails to shape behavior when not accompanied by relevance, incentives, and supervisory reinforcement (Fattah, 2025).

Crucially, the absence of well-defined competencies has measurable implications for **public service outcomes**. Studies show that inadequate technical and managerial competencies correlate with slower service delivery, inconsistent regulatory enforcement, and reduced citizen satisfaction, especially in regulatory and inspection-heavy functions (Fattah, 2025; Hutahaean, 2024). Conversely, employees equipped with integrated managerial, technical, and socio-cultural competencies demonstrate higher problem-solving capacity, improved transparency, and stronger responsiveness to community needs. This link between competency and service performance is supported by empirical models of public service quality, which consistently find that human capital capability is a primary predictor of service timeliness, accuracy, and innovation. Therefore, competency gaps are not merely HR administrative issues—they directly undermine the effectiveness of regulatory oversight and the quality of services delivered to citizens.

METODE

The research was conducted in two main locations: *Balai Besar Standardisasi dan Pelayanan Jasa Industri Keramik dan Mineral Nonlogam (BBSPJIKMN)* in Indonesia and selected quality control institutions in Thailand. The study was conducted over a six-month period, from January to June 2025, allowing for comprehensive data collection and analysis.

The materials used in this study include documentary evidence, regulatory frameworks, and competency standards from Indonesia and Thailand. We examined the Regulation of the Minister of PAN RB Number 38 of 2017 concerning competency standards for civil servants in Indonesia, as well as relevant Thailand regulations governing quality control practices. In addition, interviews were conducted with civil servants acting as quality control inspectors to gather first-hand insight into their experiences and perceptions of competency standards.

The study uses a comparative qualitative design, focusing on an in-depth analysis of competency standards and practices in both countries. Moreover, this study employs a comparative qualitative design supported by systematic analytical procedures to ensure methodological rigor. Data were examined using thematic analysis, following Braun and Clarke's six-step framework, which involved generating initial codes, identifying cross-country patterns, and comparing themes related to competency formulation, implementation, and training practices in Indonesia and Thailand. Documentary analysis was conducted on legal regulations, competency frameworks, and institutional guidelines to triangulate findings and enhance validity.

Semi-structured interviews were carried out using a standardized interview protocol consisting of three components: (1) exploratory questions on the understanding and application of competency standards; (2) probing questions addressing challenges in implementation, training relevance, and inter-agency coordination; and (3) reflective questions on perceived impacts on inspection performance and service quality. Interviews were recorded, transcribed verbatim, and coded using both inductive and deductive approaches based on existing competency literatures (Boyatzis, 2008). To strengthen cross-case comparability, identical question sets were used for respondents in both countries, and inter-coder reliability checks were applied during the coding process. These methodological steps ensure that the comparative findings are grounded in robust qualitative evidence rather than descriptive observations. The sample consisted of 20 participants, 10 from Indonesia and 10 from Thailand, who were deliberately selected to

represent a diverse range of experiences and backgrounds in the quality control sector. Participants include quality control inspectors, managers, and human resource personnel, ensuring a comprehensive understanding of competency standards.

Using Thailand as a comparative study in this context is justified for several reasons. First, the two countries share geographical proximity and cultural similarities, which facilitate a more nuanced understanding of the challenges and opportunities in delivering public services. Thailand has set clearer and more systematic standards of competence in various sectors, making it a valuable model for Indonesia. In addition, Thailand has consistently demonstrated superior performance in the public service index, offering valuable insights into effective practices that can be replicated and applied (Phumisat et al., n.d.). The structured regulatory framework in Thailand further illustrates how well-organised policies can improve the effectiveness of public services. Finally, Thailand's comprehensive training program for quality control inspectors allows an analysis of their impact on public service delivery, thus offering actionable recommendations for Indonesia's improvement in this area.

RESULTS AND DISCUSSION

The findings of this comparative study reveal significant insights into the competency standards of quality control inspectors in Indonesia and Thailand. The unestablished competency standards reflect the broader challenges faced by many Indonesian institutions in operationalising the competency framework mandated by the Ministerial Regulation of PAN RB Number 38 of 2017 concerning competency standards for civil servants in Indonesia. The development of validated competency standards for employees thus helps bridge the gap between policy intent and institutional reality.

Competency standards in the public sector demonstrate that the competence of the state apparatus is not only related to technical aspects, but also encompasses integrity, accountability, and the orientation of public services. Studies conducted in various regions of Thailand and the Indonesian context confirm that the quality of public servants' competencies is closely correlated with the level of public satisfaction with services and has direct implications for the government's legitimacy (Nonthaweekit et al., 2025; Phumisat et al., 2025).

The results of a study in Nong Chok District, Bangkok, show that public perception and satisfaction with the development of civil services in the 2021–2022 period are at a high level. The community assesses that the civil apparatus development strategy that focuses on the five dimensions of service—tangible, reliability, responsiveness, assurance, and empathy—is able to provide good service quality (Phumisat et al., 2025). These findings indicate that the competency standards of the apparatus have been effectively translated into real-world services that are more responsive and oriented to the community's needs.

The link between employee competence and community satisfaction was also strengthened by research on Subdistrict Administrative Organizations (SAO) in eastern Thailand. Nonthaweekit et al. (2025) found that aspects of employee competence, such as the ability to give advice, transparency, speed of service, and accuracy of information, directly affect the level of citizen satisfaction.

Table 1 presents a comparative overview of competency standards for quality control inspectors in Indonesia and Thailand. The table outlines key aspects, including regulatory frameworks, competency categories, and implementation challenges faced by inspectors in both countries

Table 1. Comparison of competency standards for quality control Indonesia vs Thailand.

Areas of Competence	Minister of PAN RB No. 38/2017. Indonesian Standards	Ministry of Commerce, Thailand
Technical Competence	Emphasis on testing methods and quality assurance	Focus on compliance with testing regulations and protocols
Managerial Competence	Team leadership and collaboration	Project management and stakeholder engagement
Socio-Cultural Competence	Communication skills and ethical practice	Cultural sensitivity and public service orientation

Source: Data collected from regulatory documents, 2025.

The findings of this study strengthen the centralisation of competency standards in shaping the effectiveness of Indonesia's civil service. The competency standards set reflect the broader challenges faced by many institutions in Indonesia in operationalising the competency framework mandated by national regulations, especially the Minister of PAN Regulation Number 38 of 2017 concerning the competency standards of civil servants in Indonesia. Although these regulations reflect international competency models by describing managerial, socio-cultural, and technical domains, their implementation remains fragmented in practicee.

Figure 1. **Comprehensive competence framework**.
Source: Processed by authors using napkin application, 2025.

Figure 1 presents an overview of the technical competencies that form the basis for roles in carrying out work as part of fulfilling employee responsibilities. The study confirms that these competencies vary in complexity across career levels, highlighting the need for different standards of proficiency according to duties and responsibilities. Technical competence reflects the need for different standards of proficiency, and technical competence also emphasises compliance with national accreditation standards and requirements in each country. This tiered approach aligns with international practice, where technical positions are structured around progressive skill mastery, supported by

targeted training and specific experience requirements.

Figure 1 presents an overview of managerial competence that directly affects service quality, consistent with international studies on competency-based human resource management, which links managerial competence to improving organisational results. Managerial competence serves as a supporting factor for technical effectiveness, creating synergies between domains that can be considered different. Managerial competencies are essential even for functional positions that do not directly involve structural leadership, as they ensure the effective execution of technical tasks and coordination with other positions. Managerial competence encompasses skills in decision-making, problem-solving, planning, and time management to ensure the smooth operation of employees in unpredictable work situations. Managerial competence strengthens operational efficiency and accountability in the provision of public services.

Figure 1 presents a picture of socio-cultural competencies with an emphasis on socio-cultural competencies reflecting a broader recognition of the role of employees in fostering inclusivity, public satisfaction with services, and organisational cohesion. Employees' ability to communicate effectively, apply ethics, provide ethical services, and demonstrate patience in explaining procedures is essential for understanding and satisfaction with service to the public. This also involves demonstrating sensitivity to cultural differences and professionalism in interacting with the public. In a multicultural and diverse context like Indonesia, socio-cultural skills enable employees to navigate differences and build collaborative relationships with stakeholders. This competence not only ensures the delivery of accurate technical information but also the perception of fairness and professionalism, which is indispensable for public institutions mandated to uphold standards.

Table 2 outlines how competency standards for quality control inspectors impact the effectiveness of public service delivery in Indonesia and Thailand.

Table 2. Impact of competency standards on the effectiveness of public service delivery: a comparative analysis of Indonesia and Thailand.

Aspects	Indonesia	Thailand
Regulatory Clarity	Unclear guidelines lead to role ambiguity among inspectors, which in turn affects their decision-making.	A clear regulatory framework improves compliance and accountability.
Training Programs	Limited training opportunities lead to skills gaps, hampering the effectiveness of inspections.	Comprehensive training ensures inspectors are well prepared for their roles.
Public Trust	Low public trust due to inconsistent enforcement of standards; Inspectors are often seen as ineffective.	Higher public trust due to consistent implementation of standards and visible results.
Quality of Service	Variable quality of service: inspectors struggle to implement standards effectively.	Improved quality of service: inspectors have the necessary skills and knowledge to perform their duties.
Feedback Mechanism	The lack of feedback channels limits continuous improvement and adaptation of standards.	Established feedback mechanisms promote continuous evaluation and practice refinement.

Source: Data collected from regulatory documents, 2025.

Table 2 outlines how the competence of the public apparatus cannot be separated from the dynamics of bureaucratic reform. The history of Thailand's bureaucratic reform shows that changes in the recruitment system, educational development, and merit system are always related to modernization challenges and the need for integrity (Takeishi, 2025). However, the problem of corruption is still the main obstacle in ensuring that competency standards run effectively. Reforms that emphasize transparency of public information, citizen involvement, and external audit mechanisms are solutions to enforce integrity-based competency standards (Phanuvichayo et al., 2025).

In addition to the integrity aspect, the professionalism of the apparatus is also determined by the development of human resource capacity. A study on the civil police unit in Barito Kuala, Indonesia, for example, showed that the work environment and career development had a significant effect on employee job satisfaction, while workload had no real effect (Devi et al., 2025). These findings emphasize that competency standards are not only related to technical abilities but must also pay attention to psychosocial factors that affect the performance of apparatus. Competencies in the public sector is also increasingly required to be dynamic. Pattaranukroma (2025) emphasizes that the social worker profession—which is part of public services—requires core, functional, managerial, and adaptive leadership competencies.

The difference in competency standards between Indonesia and Thailand has a significant impact on the effectiveness of public service delivery. Indonesia faces challenges related to clarity and training, while Thailand benefits from a more structured approach that fosters public trust and quality of service.

The study's findings on unequal access to training highlight persistent gaps in Indonesia's civil service capacity-building system. Some employees benefit from exposure to international training programs, while others have limited opportunities for advanced technical development. Structured training ensures continuous development throughout an employee's career stages and promotes equitable development across all employees.

The analysis of competency standards shows striking differences and similarities between Indonesia and Thailand. In Indonesia, the emphasis on technical competence aligns with the regulatory framework established by the Ministerial Regulation of PAN RB No. 38 of 2017. This framework emphasises the importance of inspectors possessing strong technical skills in testing methodologies and quality assurance processes.

In contrast, Thai standards, as outlined by the Ministry of Trade, place greater emphasis on compliance with regulations and adherence to established testing protocols. These differences may stem from the different industry contexts and regulatory environments in which these countries operate.

This research strengthens the application of competency-based human resource management in public administration by showing its relevance. While most of the literature on competency frameworks focuses on managerial or policy-oriented roles, this research suggests that technical roles also require a comprehensive set of competencies that span a wide range of domains. The integration of managerial and socio-cultural competencies alongside technical skills reflects a holistic understanding of the role of public services, moving beyond narrow technical definitions towards a more dynamic and context-sensitive model.

Practically, competency standards offer concrete tools for human resource management, policymakers, and training institutions. It provides a structured framework for recruitment, ensuring alignment between the candidate's qualifications and job requirements. It informs training design by identifying specific competency gaps and prescribing targeted

interventions. It also supports performance appraisals by setting objective benchmarks to assess employee capabilities. By instilling competencies in career paths, competency standards increase transparency and fairness in promotions, thereby motivating employees and increasing retention.

The study acknowledges some limitations that should be considered when interpreting its findings. The challenges in these competency standards underscore the need for the continuous development of detailed technical references that can support more precise competency mapping. Future research can build

on this study by conducting a longitudinal evaluation of the application of competency standards, assessing their impact on employee performance, training effectiveness, and service quality. Comparative studies at various technical institutions can also provide insight into the adaptability of competency standard models. In addition, exploring the integration of competency standards with digital human resource systems and e-competency platforms can advance the modernisation of civil service management in Indonesia, aligning it more closely with international best practices.
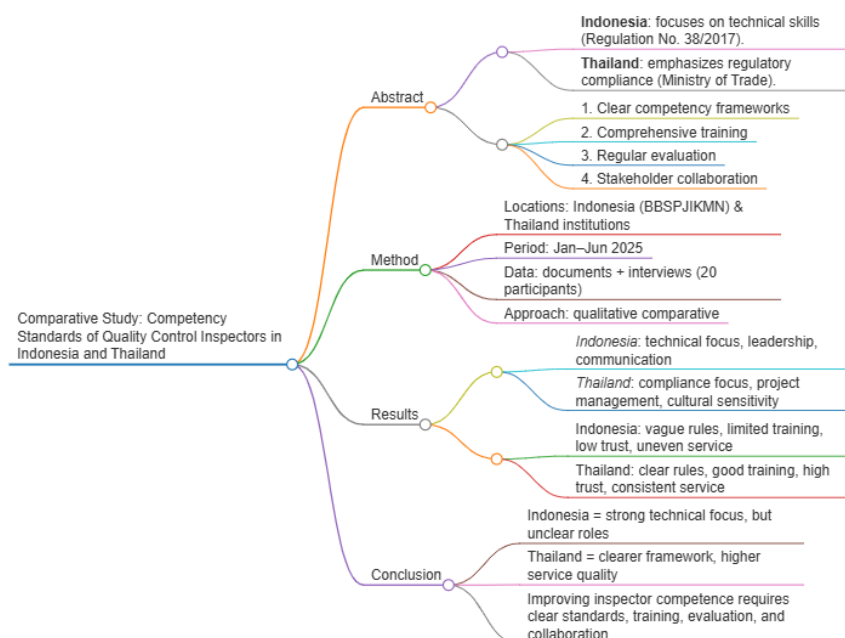

Figure 2. **Comparative study of quality control inspector standards in Indonesia and Thailand.**
Source: Processed by authors using the markmap application, 2025.

Figure 2 presents an Overview of the main findings of a comparative study on the competency standards of *quality control inspectors* in the public sector between Indonesia and Thailand. The analysis focuses on three main aspects, namely the competencies emphasised in each country, the clarity of standards and implementation mechanisms, and the implications of the quality of the services produced. The research data were collected through a study of policy documents and in-

depth interviews with 20 participants from two main institutions: the Centre for Balai Besar Standardisasi dan Pelayanan Jasa Industri Keramik dan Mineral Nonlogam (BBSPJIKMN) in Indonesia and related institutions in Thailand, conducted between January and June 2025.

The first finding shows that competency standards in Indonesia emphasise technical skills as the main basis for the performance of *quality control inspectors*. This is in line with national

regulations, particularly Regulation No. 38/2017, which explicitly directs inspectors to possess technical capabilities for evaluating the quality of products and services. From the interview results, respondents emphasised that the technical dimension includes the ability to use laboratory testing instruments, understand product specifications, and interpret test results based on national and international standards.

In addition to technical competence, there is also a need for leadership and communication dimensions. Although not explicitly regulated in formal regulations, respondents considered that inspectors are required to have the capacity to lead small teams in the field, provide clear instructions, and convey the results of inspections to industry and government agencies in a communicative language. However, the study's findings also show that this non-technical aspect has not been systematically integrated into the training curriculum or official competency guidelines.

Thus, the competence of inspectors in Indonesia is fundamentally oriented towards technical expertise but tends to ignore the managerial and interpersonal dimensions that are precisely important in the context of cross-sectoral quality audits.

In contrast to Indonesia, competency standards in Thailand place more emphasis on regulatory compliance and managerial orientation. Thailand's Ministry of Trade, as a regulatory agency, places regulatory compliance as a key pillar in quality inspection practices. From the results of the interviews, it was revealed that inspectors in Thailand are prepared to possess the necessary capacity in terms of project management, cross-cultural communication skills, and an understanding of international market dynamics.

Technical competence is still considered, but the position is not as dominant in the Indonesian context. Participants emphasised that the success of inspectors in Thailand is measured by the extent to which they can ensure products comply with international trade standards and maintain export credibility. Therefore, inspector training covers the dimensions of legal compliance, administrative skills, and cultural sensitivity when dealing with international partners. With this orientation, inspectors in Thailand not only function as quality supervisors but also as trade facilitators who bridge the interests of governments, industries, and global markets.

A notable difference is evident in the standard clarity aspect. In Indonesia, although technical regulations are available, research findings show that competency standard frameworks tend to be general and do not specifically regulate the dimensions of non-technical competencies. As a result, there is a diversity of interpretations in the field regarding the qualifications that inspectors must possess. Some participants even assessed that technical guidelines are more often used as the main reference without any evaluation instruments that assess aspects of leadership, communication, and cultural sensitivity.

In contrast, Thailand has a clearer and more structured competency framework. Regulations encompass not only technical skills but also integrate standards of conduct, ethics, and service quality indicators. The study's results found that inspectors in Thailand have written guidelines that detail the expected capabilities, both at the individual and institutional levels. This facilitates the performance evaluation process and continuous training.

Another distinguishing aspect is the training and evaluation system. In Indonesia, training is more focused on improving technical skills through specialised laboratory courses or workshops. However, based on interviews, participants assessed that training in the aspects of communication, team management, and public service was still limited. Performance evaluation is also more focused on technical achievements, such as the accuracy of test results, procedural accuracy, or compliance with operational standards.

Thailand shows a more thorough practice. The training program encompasses the development of technical, managerial, and interpersonal skills. Participants explained that every inspector is required to attend regular training that emphasises continuous *improvement*. The evaluation not only assesses technical results but also measures service consistency, service user satisfaction, and compliance with professional ethical standards.

The study's findings reveal that differences in competency orientation have direct implications for the quality of public services. In Indonesia, inspectors are considered to have strengths in technical accuracy and laboratory capabilities; however, weaknesses can be observed in the consistency of services and limitations in establishing effective communication with the industry. This has an impact on the variation in service quality, which in some cases can hinder the effectiveness of quality control at the national level.

In Thailand, the quality of service tends to be more consistent. Clarity of competency standards and thorough training result in inspectors with capacities that are not only technical, but also managerial and interpersonal. Industry respondents said that inspection services in Thailand are relatively more responsive, professional, and in line with the demands of the international market. Thus, a more structured competency standard contributes to increasing the credibility of quality control institutions in the eyes of the public and global partners.

Overall, although both countries have their own strengths and weaknesses, there is a need to develop more holistic competency standards in the public sector. Indonesia can learn from Thailand on the importance of clarity in the competency framework and the integration of non-technical training. On the other hand, Thailand can consider strengthening the technical aspects that are Indonesia's advantages,

so that the competence of inspectors in both countries can develop in a more balanced and globally competitive manner.

CONCLUSION

The study has successfully analysed and compared competency standards for quality control inspectors in Indonesia and Thailand, achieving its main objective of identifying key factors that improve the effectiveness of the civil service in both countries. These findings reveal clear differences in the emphasis placed on technical, managerial, and socio-cultural competencies, reflecting the unique regulatory environment and industry needs in each country. In Indonesia, the focus on technical skills highlights the need for strong quality assurance practices, while Thailand's emphasis on regulatory compliance underscores the importance of adhering to established protocols.

The study also identified gaps in the implementation of these standards, especially in Indonesia, where many inspectors experience uncertainty about their roles. This shows the urgent need for the development and deployment of a clearer competency framework to ensure that civil servants are adequately prepared to fulfil their responsibilities.

For future research, it is recommended that the effectiveness of training programs and professional development initiatives be explored, especially those designed to improve these competency standards. In addition, comparative studies involving other countries or sectors can provide further insights into best practices for the development of civil servants' competencies, ultimately contributing to the provision of more effective public services globally.

Based on the conclusions drawn from this study, several recommendations are proposed to address the identified problems and improve the provision of public services through improving the competency standards of quality control inspectors in Indonesia and Thailand.

First, policymakers in both countries need to establish a clear and comprehensive competency framework tailored to the specific needs of quality control inspectors. This includes defining technical, managerial, and socio-cultural competencies that reflect the operational realities of each industry. Such a framework should be widely disseminated to ensure all inspectors understand their roles and the expectations placed on them.

Second, ongoing training and professional development programs should be implemented to equip inspectors with the skills and knowledge necessary to effectively meet these competency standards. These programs should focus not only on technical skills but also on fostering leadership and communication skills, which are essential for collaboration in a diverse work environment.

Third, periodic assessments and evaluations must be carried out to monitor the effectiveness of competency standards and training programs. Feedback mechanisms should be established to gather insights from inspectors regarding the utility and relevance of competencies in real-world applications, allowing for continuous improvement and adaptation of standards.

Strengthening collaboration among government agencies, educational institutions, and industry actors is essential for developing a coherent competency ecosystem for civil servants, particularly quality-control inspectors. Such multi-stakeholder partnerships enable alignment between regulatory needs, occupational standards, and training curricula—an approach consistent with human capital and competency-based public management theories, which emphasize the integration of knowledge sources to enhance capability development (Boyatzis, 2008). Empirical studies in Indonesia and Thailand also show that cross-sector collaboration improves resource availability, ensures training relevance, and accelerates the diffusion of best practices, leading to more accountable and responsive public service delivery. Ultimately, these findings reaffirm theoretical claims that competency development is most effective when institutional capacity-building efforts are embedded within a collaborative governance framework, demonstrating a direct connection between competency theory and its observable impacts in the field.

Overall, the comparison between Indonesia and Thailand demonstrates that clear competency standards and well-designed training systems are indispensable for improving public service delivery. When inspectors are guided by structured regulations, supported by ongoing capacity-building, and evaluated through transparent feedback processes, their performance becomes more consistent, accountable, and trusted by the public. These insights affirm that competency standards should be viewed not merely as administrative requirements but as strategic tools for enhancing professionalism and restoring institutional credibility in the public sector.

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