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POLICY BRIEF

THE FUTURE LEADERS

Editors:

Dr. Adi Suryanto, M.Si.
Dr. Tri Widodo W. Utomo, MA.
Dr. Agus Sudrajat, MA.



APWI



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THE FUTURE LEADERS

Adi Suryanto, et al. (Editors)

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To realize world-class bureaucracy, it is necessary to take strategic and substantial steps. One of the strategic steps in question is an effort to produce a cadre of national civil service leaders to support the success of bureaucratic reform. Superior talented ASN needs to be met with a learning system that is also of high quality. A candidate for future civil service leaders must be sensitive and solvable to any changes in the bureaucracy. Therefore, it is necessary to have a good recruitment process for the development of competence and career needs.

Rapid technological developments and ever-changing situations and increasingly complex societal demands will encourage bureaucracy to continue to improve to be more agile and responsive. Agility and speed in the form of real work will help the bureaucracy in adapting to change. The presence of the Policy Brief of The Future Leader is a real contribution of the National Institute of Public Administration (LAN RI) in responding to such changes.

Bureaucratic simplification is a major breakthrough by the government that is expected to be continued with more systematic and measurable simplifications. This spirit is a manifestation of the sensitivity and courage of the government in responding to various aspirations and demands for the improvement of public services.

We wish to thank the team writers of the policy brief: The Future Leaders for attempting to inspire people to create bureaucratic leaders in the future. The highest appreciation goes to Tanoto Foundation for its support and participation in advancing ASN in Indonesia, especially through the writing of this Policy Brief.

Finally, we hope that this work will be useful and become a valuable input material for policymakers.

Jakarta, December 22nd, 2021

Dr. Adi Suryanto, M.Si.

CEO GLOBAL TANOTO FOUNDATION



Tanoto Foundation from the beginning of its establishment paid special attention to the world of education. We believe that education is a transformative force that is useful for all sectors. That is why we continue to be passionate about encouraging progress in the world of education with all the ability. We are also a catalyst for government and private partnerships to generate progressive ideas.

In line with our vision to advance education, we support the National Institute of Public Administration to carry out its role in terms of civil service competency development. The role of the National Institute of Public Administration in this regard is very crucial because it is related to the quality improvement of governance, as well as excellent public service delivery. For this reason, Tanoto Foundation gives full support to the writing of Policy Brief: The Future Leader.

Policy Brief of The Future Leader is an important book to read by the civil servants and the wider community. For us at Tanoto Foundation, education is the process of equipping future leaders with a wide range of knowledge. This policy brief, as the name implies, hopefully in the long run can provide the best provision for future leadership candidates, and in the short term also be useful for today's leaders.

Finally, we would like to express our sincere gratitude to the National Institute of Public Administration for working quickly to publish this work. Hopefully, the collaboration and contributions we make can be felt by the people of Indonesia. May this work bring benefits to those who read, happy reading.

Jakarta, December 22nd, 2021

Dr. J. Satrijo Tanudjojo

DEPUTY CHAIRMAN FOR RESEARCH AND INNOVATION OF ASN MANAGEMENT



The Policy Brief on Future Leader is a collection of Policy Briefs written individually and in teams. Part of Policy Brief is a synthesis of LAN thought in the sphere of ASN management, bureaucratic reform, and ASN competency development.

Various thoughts previously contained in research findings are relatively thick and require ample time and energy to be able to digest and enjoy them, it is now presented briefly, densely, and full of essence. This Policy Brief is compiled by functional/professional officials within LAN, with a diverse professional background, ranging from Policy Analysts, Researchers, to Lecturers. Appreciation for the writers for their contributions in such a beautiful collaboration.

Michael Foucault in his phenomenal work on the theory of "power of knowledge" reveals that power does not only exist in the structure. Knowledge with solid logic and argument has the power to create subjection or compliance. The results of the research packaged in the policy brief will become powerful knowledge. Policymakers are expected to be encouraged to develop more evidence-based policies.

We wish to thank Tanoto Foundation for its cooperation in the knowledge creation agenda within LAN-RI. A valuable space for LAN functional/professional officials to actualize while developing themselves in a spirit of service to the country.

Jakarta, December 22nd, 2021


Dr. Agus Sudrajat, M.A.

Regeneration is the keyword when we talk about government leadership and its relation to the future. The leadership of the civil service does not come naturally, but rather the result of a process of formation. Therefore, it can be said that the leadership of the future government will depend heavily on how we prepare matters related to the formation. The most tangible form of the formation process can be seen in the realm of competency development and also career management. Capita Selecta of the Policy Brief on The Future Leader is paying attention to that direction.

The existence of a two-layer bureaucratic policy encourages the need for adjustments to the concept of Cadre School which is the mandate of the Government Regulation (PP) No. 11 of 2017. This is going to be further discussed by Dadan Sidqul Anwar et al. at the beginning of this book. Furthermore, the writings of Gaddafi and Lukman highlight public services that have not been optimal. To overcome these problems, the answer is the acceleration of ASN leadership regeneration to realize agile bureaucracy.

Then, in the next article, Ganjar Purnama Sidik et al. perceive that the civil service (ASN) competency development remains to have an insignificant impact in realizing a competent and professional ASN. Therefore, there needs to be a transformation of the Civil Service Training Institute to adopt a corporate university approach in the development of the civil service human resource competence. On the other hand, Fauziah Mukhlisah et al. view that improving the quality of bureaucracy requires quality and competent ASN not only in the administrative realm but also in the realm of substance. Therefore, the concept of ASN Corporate University needs to be filled with a program called ASN Talent Academy.

Mala Sondang and Israini Miradina consider that the application of merit systems in the career development of civil servants should be able to produce leaders who are ready to compete and be competent. So far, they see the promotion, transfer, and placement of civil servants (ASN) tend to be subjective and political. Therefore, they encourage career development based on merit systems. On the other hand, Retno Setijowati et al. highlight the application of the merit system as mandated in Law No. 5 of 2014 on ASN and Government Regulation No. 11 of 2017 on Civil Service Management in the scope of regional agencies which, to this day, are still partial. Therefore, strengthening talent management in the region can be done through strengthening the implementation of ASN Committee (KASN) recommendations, the provision of technical instruments monitoring and evaluation of civil service



performance, effective coordination improvement across ministries and agencies, and the addition of merit system implementation indicators.

Finally, Witra Apdhi Yohanitas et al. see the presence of ASN Unggul in 2019 as the first step in order to integrate competency development programs in the form of e-Learning on a wide scale and scope. But that presence needs to be pushed towards learning marketplace. Because, the needs and challenges of training are increasingly diverse, and an integrative learning platform is needed for the civil service human resources at the national level.

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LIST OF ABBREVIATIONS & ACRONYMS

ASN (Aparatur Sipil Negara)	State Civil Apparatus
Badan Pengawasan Keuangan dan Pembangunan (BPKP)	Indonesia's National Government Internal Auditor
Badan Pusat Statistik	Indonesian Statistics Agency
BKN (Badan Kepegawaian Negara)	Civil Service Agency
BUMN (Badan Usaha Milik Negara)	Government Owned Enterprises
Corpi	Corporate University Institution
Corpu	Corporate University
Corpunas	National Corporate University
CPNS (Calon Pegawai Negeri Sipil)	State Civil Apparatus Candidate
JPT Madya (Jabatan Pimpinan Tinggi Madya)	Middle High Leadership Positions
JPT Pratama (Jabatan Pimpinan Tinggi Pratama)	Junior High Leadership Positions
KASN (Komisi Aparatur Sipil Negara)	Civil Service Commission
KEMENPAN RB (Kementerian Pendayagunaan Aparatur Negara Reformasi Birokrasi)	The Minister of State Apparatus Empowerment and Bureaucratic Reform
LAN RI (Lembaga Administrasi Negara Republik Indonesia)	The National Institute of Public Administration
LATSAR CPNS (Pelatihan Dasar Calon Pegawai Negeri Sipil)	Basic Training for State Civil Apparatus Candidate
MOOC	Massive Open Online Course
Pegawai Pemerintah dengan Perjanjian Kerja (PPPK)	Contract-Based Government Employee

Peraturan Kepala Badan

Kepegawaian Negara (BKN)

PERMENPAN-RB (Peraturan Menteri
Pendidayaan Aparatur Negara
dan Reformasi Birokrasi)

**The Regulation of the Head of Civil
Service Agency**

The Regulation of Minister of State
Apparatus Empowerment and
Bureaucratic Reform

CADRE SCHOOL RECONCEPTUALIZATION: NEW CADRE SCHOOL DIRECTIONS AND GOALS POST-BUREAUCRACY SIMPLIFICATION

Dadan Sidqul Anwar; Muhammad Ikbal Thola; Azwar Aswin; Haris Faozan
(National Institute of Public Administration)

EXECUTIVE SUMMARY

Apparatus leadership does not come naturally. However, the regeneration of apparatus leadership can be sped up. The trick is to plant good seeds while also preparing a high-quality fast-track education and training system. The original purpose of the Cadre School, which was to prepare young State Civil Apparatus talents for the Administrator position, is no longer relevant in the current discourse. There is a need for a new concept change in terms of the Cadre School's goals and directions. Such reconceptualization is needed to accommodate directives and policies related to bureaucratic simplification that has been implemented since the end of 2019 and has had an impact on the transfer or equalization of 40,277 positions. The Cadre School's design must begin in the context of harmonization, with the equalization of Administrative and Supervisory Positions to Functional Positions and be realized in the form of a Presidential Regulation. This step must be taken so that the Cadre School process, which begins with the implementation stage and continues through the implementation process, alumni placement, and the monitoring and evaluation system, has a strong legal protection.

INTRODUCTION

Bureaucratic reform policies are one of the government's efforts to improve bureaucratic performance. As the locomotive of government administration, the bureaucracy must be able to carry out the vision of development and embody the various community expectations in the form of optimally administering public services. Indeed, this bureaucratic reform effort began in 2004, and was contextualized six years later by Presidential Decree No. 81 Year 2010 concerning the Grand Design of Bureaucratic Reform 2010-2025. Various improvements are beginning to be seen in the body of the bureaucracy, but these improvements are

not particularly encouraging. This is evident from various reports on the performance of the Indonesian government, which continues to lag behind several Asian neighbouring countries. In terms of human resource competitiveness, the 2019 global competitiveness report data shows that Indonesia is ranked 50th out of 141 countries (World Economic Forum, 2019). Indonesia is still trailing Malaysia and Thailand. Singapore ranks first in terms of competitiveness.

One of the causes of bureaucratic reform not being optimal in the public sector is a lack of attention to capacity building for the leadership role in the process of mobilizing its members. In the context of public sector reform, the leader's role is to encourage bureaucratic organizations' ability to adapt to societal changes. Bureaucratic leaders are expected to be able to assist the apparatus in taking creative steps or making breakthroughs in order to respond to the complexities of community demands.

Efforts to develop a cadre of national apparatus leadership are critical to the success of bureaucratic reform. Superior seeds or the best talents must be combined with a high-quality education and training system. This is because the apparatus's leadership is a key factor in every change in the bureaucracy, so the recruitment process to competency and career development must be done correctly.


The current apparatus leadership development pattern lacks a system for identifying high-talented potential cadres (high-flyers) who will occupy leadership positions and attracting them through a fast-track career path. As a result, integrating a cadre school for State Civil Apparatus leadership with talent management is a systematic effort to identify potential, leadership competencies, and provide career path certainty. This fast-track career program is expected to facilitate the process of developing leaders who are professional and have integrity, as well as to improve bureaucratic performance in the long run.

Indeed, the fast-track career program forum in the world of bureaucracy, in this case State Civil Apparatus has been declared and contained in Government Regulation No. 11 Year 2017 concerning State Civil Apparatus Management, which is referred to as the "Cadre School." According to Article 1 point 29 of the Government Regulation, the Cadre School is a competency development system that aims to prepare administrator officials through an accelerated promotion path.

This Cadre School is an integrated training program designed to prepare State Civil Apparatus leader candidates at the administrator level. The establishment of a Cadre School is required to realize one of the fundamental values enshrined in The Law No. 5 Year 2014, which states that the administration of ASN must prioritize high-quality leadership (article 4 letter k). Quality development programs can help to develop high-quality leaders.

Cadre schools are urgently needed to encourage the acceleration of bureaucratic reform, particularly bureaucratic regeneration. The Indonesian bureaucracy is currently dealing with the issue of aging bureaucracy (a bureaucracy dominated by employees who have entered a late career). According to Civil Service Agency data (2020), the current number of State Civil Apparatus is 4,168,118, with 787,939 State Civil Apparatus belonging to the Baby Boomers Generation aged 56-70 years (19%) and 2,087,294 belonging to Generation X aged 41-55 years (51 percent). Furthermore, there are currently 1,175,103 Millennial State Civil Apparatus (28%) and 70,338 Generation Z State Civil Apparatus (18-25 years) (2 percent). State Civil Apparatus from the Millennial Generation are expected to outnumber those from the Baby Boomer Generation in the coming years, as the Baby Boomers retired, and new recruits join the ranks. Fast-track careers will prepare Millennial Generation State Civil Apparatus to take the leadership baton from retiring Baby Boomer Generation State Civil Apparatus.

At the end of 2019, the President issued directives to implement bureaucracy simplification in order to achieve effective and efficient governance,



with one of the stages being the simplification of the Organizational Structure. According to Ministerial Regulation of State Apparatus Empowerment and Bureaucratic Reform No. 25 Year 2021 concerning the Simplification of the Organizational Structure of Government Agencies for Bureaucracy Simplification, one of the bureaucratic simplification mechanisms is the simplification or transfer of the Administrator Position into a Functional Position. This transfer is consistent with the president's speech at the 2019 inaugural government meeting.

Because the Administrator Position in government agencies has been transferred to a Functional Position as a result of this simplification policy, the numbers of Administrators in government agencies are decreasing. The following are data on bureaucratic simplification as of December 31, 2020:

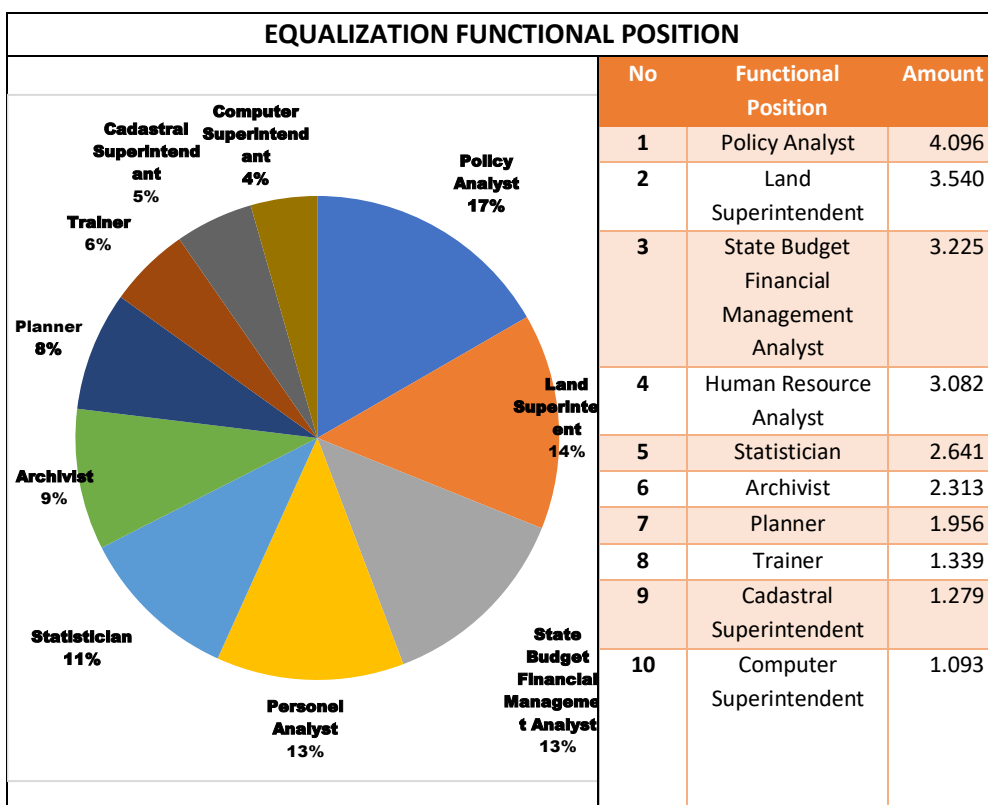
Table 1. Recapitulation of Agencies Proposing Equalization of Administrative Positions to Functional Positions at Central Agencies

CENTRAL INSTITUTION	HAVE NOT PROPOSED EQUIVALENCE	ALREADY PROPOSED EQUIVALENCE	APPROVAL RECOMMENDATION	APPROVED POSITION	POSITION APPROVED BASED ON THE RECOMMENDATION OF KEMENPAN RB	
MINISTRY	34	1	33	32	26,593	2,732
NON-MINISTRY GOVERNMENT INSTITUTION	26	2	24	24	8,267	308
GOVERNMENT INSTRUMENT	4	1	3	1	40	0
SECRETARIAT GENERAL OF GOVERNMENT AGENCY	7	4	3	2	12	1
SECRETARIAT GENERAL OF NON-STRUCTURAL AGENCY (JPT MADYA)	9	1	8	8	1,035	168
PUBLIC BROADCASTING INSTITUTIONS	2	0	2	2	985	78
GOVERNMENT AGENCY (BPIP)	1	0	1	1	32	26
TOTAL	83	9	74	70	36,964	3,313
Total Position					40,277	95.35%

Source: Ministry of Administrative and Bureaucratic Reform (31 December 2020)

The Administrator Position data as mentioned above does not include all local government agencies.

Table 2. Recapitulation of Agencies Proposing Equalization of Administrative Positions to Functional Positions in Regional Governments



Source: Ministry of Administrative and Bureaucratic Reform (31 December 2020)

DISCUSSION

Description of the Issue

Based on current developments, the Cadre School's initial goal of preparing young State Civil Apparatus's talents for the Administrator position is no longer relevant. This is due to the fact that the only remaining Administrator Position is the Administrator Position, which has the following requirements:

- attributive authorization authority;
- a work unit with regional authority;
- an independent technical implementing work unit; and/or
- the work unit for procurement of goods/services

The Administrator Position is transferred or equalized to the Intermediate Expert Level Functional Position, and additional duties as Coordinator are assigned. This coordinator contributes to the Administrator's leadership by coordinating activities that were previously the Administrator's responsibility.

In this regard, a paradigm shift or a new concept related to the Cadre School's goals and directions in accordance with ongoing policy developments is required. This rethinking is required to accommodate directives and policies related to bureaucratic simplification, which have been in effect since the end of 2019 and have resulted in the transfer or equalization of 40,277 positions.

Optional Solution

There are two policy options available for changing the Cadre School's direction and goals:

1. The Cadre School is intended to prepare not only administrative officials, but also functional officers who will be assigned additional duties as coordinators as part of the accelerated promotion path (RK 1).
2. The Cadre School aims to prepare direct officials at the Junior High Leadership Positions level by accelerating position advancement (RK 2).

The following table will detail the impacts or scenarios of the two policy recommendations discussed above:

Table 3. Table of Policy Recommendations

	RK 1	RK 2
Basic Law	Changes to Government Regulation 11 concerning State Civil Apparatus Management are required. The article on the purpose of the Cadre School is intended, in particular, for Administrator Positions (ADMINISTRATOR POSITIONS) and Functional Positions (JF) who are given additional duties as coordinators.	It is necessary to change Government Regulation 11 concerning State Civil Apparatus Management. In particular, the article on the purpose of the Cadre School which is intended for Junior High Leadership Positions (JPT Pratama).
Participant	<ul style="list-style-type: none"> • All State Civil Apparatus who have not taken the Administrator and Functional Positions exams are considered middle experts. • Have worked as a State Civil Apparatus for at least two years. • Pass the selection. • Participants in implementation positions are expected to become administrator officers • Participants in the first expert of Functional Position/young experts are expected to become functional officials with additional responsibilities as coordinators. 	<ul style="list-style-type: none"> • All State Civil Apparatus who have not taken the Junior High Leadership Positions and Primary Functional Expert Positions. • Have worked as a State Civil Apparatus for at least 5 years.
Alumni Utilization	<ul style="list-style-type: none"> • Very Satisfactory predicate can be appointed to administrator positions or JF who are given additional duties as Coordinator. • Placement can be in the original agency or it can be nationwide to become a National Talent Pool. • The waiting period for the appointment is a maximum of 2 years, and there are sanctions for government agencies that have not/not appointed alumni of the cadre school. 	<ul style="list-style-type: none"> • Very Satisfactory predicate can be appointed to JPT Pratama. • Placement can be in the original agency or it can be nationwide to become a National Talent Pool. • The waiting period for the appointment is a maximum of 2 years, and there are sanctions for government agencies that have not/not appointed alumni of the cadre school.
Role of Ministries/Agencies	<ul style="list-style-type: none"> • Civil Service Agency: Adjustment of rank and position. • Ministry of Finance: Adjustment of salaries and allowances. • Ministry of State Apparatus Utilization and Bureaucratic Reform: 	<ul style="list-style-type: none"> • Civil Service Agency: Adjustment of rank and position. • Ministry of Finance: Adjustment of salaries and allowances. • Ministry of State Apparatus Utilization and Bureaucratic

	<p>National placement, restrictions on the type of JF that can join Cadre Schools.</p> <ul style="list-style-type: none"> • Functional Position Supervisory Agency: Adjustment of Credit Scores for JF assigned the task of Coordinator. 	<p>Reform: National placement, restrictions on the type of Functional Position that can join Cadre Schools.</p> <ul style="list-style-type: none"> • The Civil Service Commission: Merit System Supervision for High Leadership Positions placement.
Learning system	<p>Service-oriented curriculum. Maximum 1 year.</p>	<p>The curriculum is change and future oriented. Maximum 2 years.</p>

Source: Author

The Cadre School has been reimagined in two ways so that the recently launched fast-track career program can be realized to support the acceleration of bureaucratic reform.

RECOMMENDATION

In the context of responding to current demands, the first option is to rethink the Cadre School, where the Cadre School is aimed not only at preparing administrator officials but also functional officers who are given additional tasks as coordinators through the accelerated promotion path. In this regard, the realization process must be completed as soon as possible.

Furthermore, the reconceptualization of Cadre Schools must be formulated in a broader policy context. According to the mandate of Government Regulation No. 11 Year 2017, the Cadre School is regulated in a Presidential Regulation so that the Cadre School process, beginning with the implementation stage, the implementation process, alumni placement, and the monitoring and evaluation system, can be more comprehensive.

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World Economic Forum. (2016). The Global Competitiveness Report 2019. Retrieved from https://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf

REGULATIONS

The Law No. 5 Year 2014 concerning State Civil Apparatus

Government Regulation No. 17 Year 2020 concerning Amendments to Government

Regulation No. 17 Year 2017 concerning Management of Civil Servants

The Regulation of Minister of State Apparatus Empowerment and Bureaucratic

Reform No. 25 Year 2021 concerning Simplifying the Organizational

Structure of Government Agencies for Bureaucracy Simplification.

Polbrief 2

THE LEADERSHIP OF MILLENNIAL STATE CIVIL APPARATUS: ACCELERATING ASN LEADERSHIP REGENERATION TO REALIZE AGILE BUREAUCRACY

Guruh M. Khadafi; Imam Baihaqi Lukman (National Institute of Public Administration)

EXECUTIVE SUMMARY

Today, the bureaucracy continues to provide dissatisfactory public services. This can be seen based on several surveys and measurement indices conducted by various institutions. In 2020, Transparency International Indonesia discovered that Indonesia's corruption perception index had a score of 37 and a rank of 102. As a result, public trust in the conditions of eradicating corruption, governance, investment, and economic conditions in Indonesia has dwindled. To address this, we require an agile bureaucracy with professional State Civil Apparatus who are qualified and ready to change the culture and perspective of the organization, have a service spirit, and have high integrity. As a result, in order to achieve an agile bureaucracy, the millennial generation must accelerate the succession of State Civil Leadership. There are several alternative solutions to realize this idea, such as Reconceptualization of Structural Training, Reconceptualization of Assessment Centers, and/or Millennials (Youngs) Leader Candidate Development Program.

INTRODUCTION

In the current era of disruption and the ongoing Covid-19 pandemic, a responsive, agile, and adaptable bureaucracy is required, or, in other words, an agile bureaucracy has become a must in order to accelerate towards a world-class bureaucracy. However, according to Transparency International's Global Corruption Barometer Indonesia 2020, Indonesia's Corruption Perception Index (CPI) in 2020 has decreased. Indonesia currently has a score of 37 and a rank of 102, a three-point decrease from last year, when the country had a score of 40 and a rank of 85. The decline in the corruption perception index reduces public trust in the conditions of corruption eradication, governance, and investment conditions, as well as the

Indonesian economy. According to a Transparency International report, there are 5 (five) sources of data that have decreased compared to the previous year's measurement, namely Global Insight, which has decreased by 12 points, PRS (Political Risk Service), which has decreased by 8 points, IMD World Competitiveness Yearbook, which has decreased by 5 points, PERC (Political Economic and Risk Consultancy) Asia, which has decreased by 3 points, and Varieties of Democracy, which has decreased by 2 points (Hukumonline.com, 2021). Other independent empirical evidence indicates that the professionalism of the apparatus, which includes the apparatus's competence, influences the corruption perception index, human development index, government effectiveness index, bureaucratic reform capacity, political trust index, and per capita purchasing power index (Charron et al., 2015).

Making Agile Bureaucracy a Reality

The professionalism of the apparatus is also critical to achieving the status of a high-income country by 2045. This, of course, requires a flexible bureaucracy. An agile bureaucracy is one that can adapt to all current disruptive situations, carry out comprehensive HR capacity development initiatives, build a culture of State Civil Apparatus that serves fairly, is solution-oriented and innovative, and can strengthen the use of technology in providing services so that the community can access services more easily. gain access to State Civil Apparatus -provided services According to research (Mergel et al., 2020), values in an agile bureaucracy such as bottom-up decision-making approaches, collaboration, trust, responsiveness, and openness to change are essential in responding to the unpredictable demands of service users in the digital era.

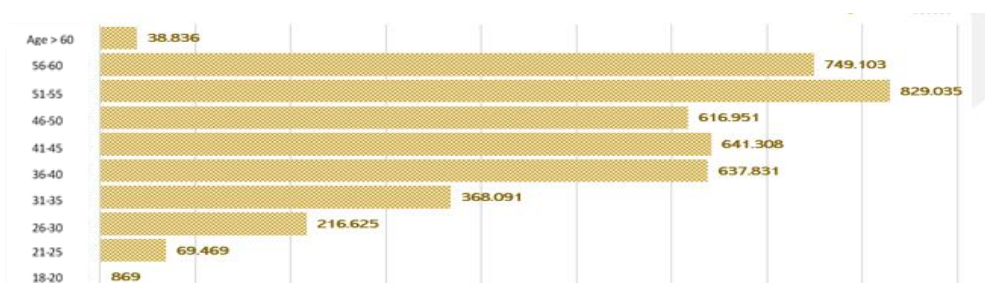
In order to build an agile organization, a qualified State Civil Apparatus who is willing to change the culture and perspective within the organization, has a spirit of service, and has high integrity is required. Efforts to realize this will be most effective if they are supported by three pillars: digital capabilities, organizational culture, and

innovation. Currently, the Millennial Generation is quite adaptable to these matters, as it is the generation with the most productive age based on the 2020 population census, with as many as 25.87 percent born between 1981 and 1996 (currently between the ages of 25-40 years old). This statement is supported by millennial characteristics such as idealistic and critical thinking, tech savvy, flexibility and agility, critical and creative thinking, and prioritizing passion (Ministry of Women's Empowerment and Child Protection, 2018).

According to population census data, starting in 2022, the productive age population will comprise of X Generation as many as 21,88% and be dominated by the Millennial Generation and Gen Z who are under 40 years old, accounting for up to 53.81% of the total population of Indonesia.

However, efforts to develop an agile bureaucracy in the public sector are currently facing challenges, as the 51–55-year age group continues to dominate the numbers of State Civil Apparatus by age, followed by the 56-60 year age group. The majority of State Civil Apparatus in Indonesia are now over the age of 40. (Civil Service Agency, 2020). This is depicted in the diagram below:

Picture 1 Age Range of State Civil Apparatus

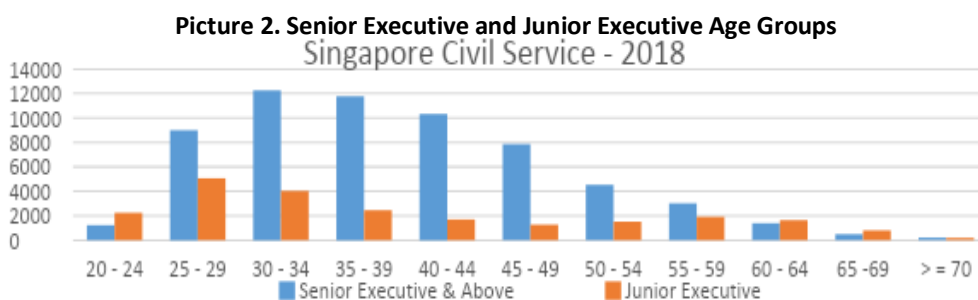


Source: Civil Service Agency, 2020

According to Civil Service Agency, the large age gap poses a challenge to the younger generation of State Civil Apparatus. With a limited number, these young

State Civil Apparatus must be able to make breakthroughs in public and community services. To ensure that the wheels of government run smoothly, the bureaucracy must be ready to regenerate (Civil Service Agency, 2020).

One of the difficulties of changing the State Civil Apparatus paradigm to become an agile bureaucracy is the lack of speed in the regeneration process of leadership in the bureaucratic environment. Based on the Civil Service Agency data above, it can also be seen that currently the Junior High Leadership Position is also dominated by the age group above 40 years. Meanwhile, the bureaucracy in Singapore is dominated by those under 40 years old. The data for the age groups that occupy the Senior Executive and Junior executive are as follows:



Source: data.go.sg

It can be seen that the age group below 40 years, which includes the Millennial Generation, dominates by civil service for senior executive positions and above, with a composition of 55.22 percent for senior executives under 40 years of age and 44.78 percent for senior executives over 40 years of age. Meanwhile, 60.5 percent of junior executives are under the age of 40, while 39.5 percent are over the age of 40. A shift in leadership generation has also been observed in the international world, particularly in the private sector and non-governmental organizations (NGOs), such as the Starbucks corporation and the Pathfinder International and Women Deliver organizations (World Economic Forum, 2018).

In Indonesia, opportunities for leaders from the millennial generation to lead in the State-Owned Enterprises (BUMN) sector are beginning to emerge. One of them by establish Young BUMN, which is a human capital transformation agenda and target set by the Minister of State-Owned Enterprises, Erick Thohir, to increase the percentage of the younger generation under 42 years in the BoD and BoD-1 BUMN ranks by at least 5% this year, and 10% in 2023 (Jawa Pos, 2021). Not only in the State-Owned Enterprises sector, but also in the political sector, the Association for Elections and Democracy (Perludem) reported that 20 elected regional heads and 17 elected deputy regional heads were under the age of 34. According to the 2020 (Pilkada) results, 13.7 percent of regions are led by young regional leaders (Berita Satu, 2020).

As a result of this, more inclusive leadership recruitment through opportunities for young leaders in the public sector has become a requirement in today's digital era. According to a study of agile leaders, recruitment is more inclusive across generations and cultures, allowing differences to be accommodated more easily in agile ministry (Cleveland & Cleveland, 2020). Agile organizations achieve successful digital transformations by combining good leadership and management based on organizational characteristics (Schlesinger et al., 2014). According to a study, in this era of disruption and the Fourth Industrial Revolution, bureaucracy must adapt in the management of public services, including the millennial generation and Generation Z, who are classified as digital natives (Nugroho et al., 2020). Generation Y has a significant influence on the behaviour of service users and consumers in Indonesia in the digital era (Indahingwati et al., 2019).

According to another study, the three characteristics of millennial learners, which are critical power, empathy, and passion or passion, contribute to performance and career prospects (Madara et al., 2018). Inclusivity in agile leadership is required since in a study about public sector in Indonesia,

intergenerational conflicts arise as a result of differences in communication patterns, mastery of technology, and change orientation, according to a study of the performance of the public sector in Indonesia. . These conflicts have an impact on the performance of Indonesia's public sector (Hubeis et al., 2018).

DISCUSSION

Description of the Issue

In order to improve service quality and create an agile bureaucracy, adaptive leaders who can capitalize on the demographic advantage of the Millennial Generation are required. This is due to the fact that the Millennial Generation now dominates the productive age in the State-Owned Enterprises (BUMN), political, and private sectors. To compensate for this, a breakthrough in the form of accelerating the regeneration of State Civil Apparatus leadership in the bureaucracy is required.

The following factors prevent the process of accelerating the regeneration of State Civil Apparatus leadership from being realized at this time:

1. Based on Government Regulation No. 11 Year 2017, the time span from starting Probationary State Civil Apparatus Group III/a to reaching the Junior High Leadership Position is approximately 9 years. This is based on the qualifications for supervisory, administrative, and high-level leadership positions. According to article 54 of Government Regulation No. 11 Year 2017, the requirements for supervisory positions are to have experience in an implementing position for a minimum of 4 (four) years or Functional Positions that is at the same level as the executive position in accordance with the field of duty of the position to be occupied, and the requirements for an administrator position are to have experience in a supervisory position for a minimum of 3 (three) years or Functional Positions that is equivalent to the supervisory position in accordance with the field of duty

of the position While the requirements for high leadership positions are listed in Article 107 of Government Regulation No. 11 Year 2017 and also in the Minister of Agriculture Regulation No. 15 Year 2019 concerning the Open and Competitive Filling of High Leadership Positions in the Government Environment, is currently or has held the position of administrator or JF at the intermediate expert level for a minimum of 2 (two) years;

2. State Civil Apparatus profile database that has not been synchronized across all government agencies, including general profiles, position history, and competency development, to support the merit system mandated by Minister of State Regulation No. 15 Year 2019, which is to have an integrated competency-based information system that all ASN employees can access. The talent scouting process for State Civil Apparatus talents to enter the Talent Pool is hampered by the not-yet-optimal information system that houses this database.
3. The Assessment Center process to measure the managerial competence of High Leadership Positions is still not open to all levels of State Civil Apparatus, including when the selection process for appointments is limited by the job requirements stated in Government Regulation No. 11 Year 2017 and The Regulation of Minister of State Apparatus Empowerment and Bureaucratic Reform No. 15 Year 2019. Furthermore, the methods used in the Assessment Center differ, as stated in the Civil Service Agency Regulation No. 26 Year 2017 Article 20:
 - a. The Simple Method is used to assess competence in executive, supervisory, and functionally equivalent positions.
 - b. Except for Regional Secretary positions, the Medium Method is used to assess competence in Administrator and Junior High Leadership Positions in central and Provincial/District/City agencies, as well as equivalent functional positions.

- c. Junior High Leadership Positions Regional Secretaries in Regency/City, Middle High Leadership Positions Regional Secretaries in Provinces, and Main and Middle High Leadership Positions in Central Agencies and equivalent functional positions are evaluated using the Complex Method.

Meanwhile, differences in methods will almost certainly result in differences in the measuring instruments used, as stated in Article 21 of Civil Service Agency Regulation No. 26 Year 2017, which states that the measuring instrument used in each method referred to is adjusted to the competence to be assessed. This can result in greater disparities or gaps at each level of State Civil Apparatus managerial competence.

1. The Cadre School is the only way to accelerate the regeneration of State Civil Apparatus leadership at this time, as stated in Government Regulation No. 11 Year 2017, Article 54 paragraph 2, namely the requirement to become an administrator officer is waived for State Civil Apparatus who attend and graduate from the Cadre School with very satisfactory predicate. In the meantime, the Cadre School process has not yet run smoothly. Furthermore, this Cadre School has not yet accommodated the acceleration of State Civil Apparatus leadership regeneration in order to occupy the Higher Leadership Position.
2. Managerial competency development through regular training has limitations as well, such as the length of time required to complete Supervisor Leadership Training, Administrator Leadership Training, and National Leadership Training Level II. The majority of these training activities were attended by participants who had previously held their respective positions.

Optional Solution

There are several alternative solutions that can be implemented to accelerate the regeneration of millennial State Civil Apparatus leadership in an effort to realize an agile bureaucracy:

1. Requirements to Participate in Structural Training Have Changed (RK 1).

Initially, it was necessary for students to sit down and become students, and the job requirements to be changed so that they could be followed continuously in stages like schools without the need for specific structural positions.

2. The change of Assessment Center's requirements for participating in the Selection of High Leadership Position (RK 2).

The assessment center assesses the level of competence that all ASN can achieve in order to participate in the JPT selection without having to leave their current position.

3. Developing a New Program for Millennials (Youngs) Leader Candidate Development (RK 3).

A program that prepares talented young people for positions in Junior High Leadership and strengthens talent management and the merit system by integrating the Cadre School and the assessment center.

The opportunities and challenges can be seen in the table below as a consideration to be able to see the advantages and disadvantages in choosing alternative solutions that have been recommended:

Table 1. Opportunities and Challenges

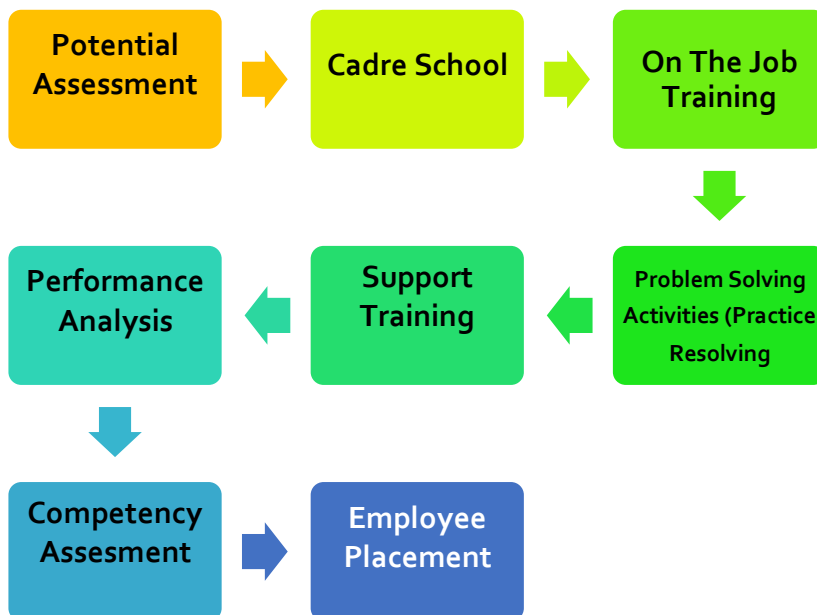
Recommendation	Opportunity	Challenge
<p>Reconceptualization of Structural Training (RK 1)</p>	<ul style="list-style-type: none"> • Changing the mindset of State Civil Apparatus about structural training • Become more competitive and open • State Civil Apparatus who continue to carry out the competency development process have a greater opportunity to develop their careers 	<ul style="list-style-type: none"> • Need to change regulations • State Civil Apparatus database strengthening • The emergence of confusion among training stakeholders due to concept changes • Difficult for State Civil Apparatus who have occupied the structural • The budget will be large because State Civil Apparatus will be scrambling to join the training because it has become a job requirement
<p>Assessment Center Reconceptualization (RK 2)</p>	<ul style="list-style-type: none"> • Become more competitive and open • Disparity or Competency Level Gap becomes small 	<ul style="list-style-type: none"> • Need to change regulations • State Civil Apparatus database strengthening • There will be resistance from assessors regarding the determination of one method • The budget will be big
<p>Millennials (Youngs) Leader Candidate Development Program (RK 3)</p>	<ul style="list-style-type: none"> • Become more competitive and open • Strengthening the concept of Talent Management, Cadre School, Assessment Center and Merit System • State Civil Apparatus leadership regeneration acceleration 	<ul style="list-style-type: none"> • Need to change regulations • State Civil Apparatus database strengthening • Will create turmoil or resistance from State Civil Apparatus who feel disturbed by their career pattern

RECOMMENDATION

Based on the explanation of the alternative solutions, it is recommended to prioritize the Millennials (Youngs) Leader Candidate Development Program in order to accelerate the regeneration of millennial ASN leadership to fill Junior High Leadership Positions (RK 3).

The concept of the Millennials (Youngs) Leader Candidate Development Program can be seen as follows:

Picture 3. Millennial Candidate Development



There are several prerequisites or efforts that must be made in order to carry out this, which are as follows:

1. Modifying regulations pertaining to the requirements for occupying high-ranking junior leadership positions in order to accelerate the regeneration of State Civil Apparatus leadership, as stipulated in the Law No. 5 Year 2014, Government Regulation No. 11 Year 2017, and the Regulation of Ministry of

- Administrative and Bureaucratic Reform No. 15 Year 2019, and other related regulations;
2. Improving the State Civil Apparatus Database Update (My SAPK), which can be synchronized across all government agencies, including general profiles, job history, and competency development, as well as serving as the primary data source for ASN in Indonesia;
 3. Improving the Merit System's implementation through Talent Management, one of which is a selection based on a nine-box grid to include talented millennial employees in the National Junior High Leadership Positions Talent Pool;
 4. Optimizing Cadre Schools as a method of preparing for the fulfillment of managerial competencies for Millennial Generation in the Talent Pool to be able to participate in State Civil Apparatus leadership acceleration as Junior High Leadership Positions;
 5. Preparing the method/measurement of the same Assessment center in measuring each level of managerial competence to make selections for Cadre School alumni who will occupy the Junior High Leadership Positions

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THE TRANSFORMATION OF TRAINING INSTITUTIONS FOR ACCELERATION OF STATE CIVIL APPARATUS COMPETENCY DEVELOPMENT (IMPLEMENTATION OF STATE CIVIL APPARATUS CORPORATE UNIVERSITY APPROACH)

Ganjar Purnama Sidik; Bimo Prakoso; Agustinus Sulisty T. P. (National Institute of Public Administration)

EXECUTIVE SUMMARY

According to the data, developing the competence of the State Civil Apparatus (ASN) has had no significant impact on achieving competent and professional State Civil Apparatus. The results of the 2020 Civil Service Agency's assessment of several Primary and Administrative Officers, for example, revealed that the majority of them had not met the competency standards for positions as regulated in the Regulation of Ministry of Administrative and Bureaucratic Reform No. 38 Year 2017 concerning Position Competency Standards. Although the State Civil Apparatus competency development policy is explicitly regulated in the State Civil Apparatus Law and its implementing regulations, many problems have been discovered in its implementation, such as insufficient budget support, competency development activities that are unrelated to the organization's strategic goals and national development goals, and the implementation of conventional competency development is only a routine, ceremonial, and mere formality. Government Regulation No. 17 Year 2020 on Civil Service Management requires State Civil Apparatus competencies to be developed using an integrated learning system approach (corporate university). Lessons learned from the implementation of corporate universities in several State-Owned Enterprises and ministries/agencies highlight the importance of corporate universities in accelerating the development of human resource competencies to achieve organizational goals. As a result, the existing State Civil Apparatus Training Institute must adopt a corporate university approach to developing the competence of the apparatus's human resources.

Keywords: corporate university, competency development

INTRODUCTION

President Joko Widodo conveyed five national development priorities in his inauguration speech as President of the Republic of Indonesia for the second period of 2019-2024 (October 20, 2019), namely: human resource development, infrastructure development, simplification of policy regulations, bureaucratic simplification, and economic transformation. To support the achievement of these five priorities, it requires a professional and competent State Civil Apparatus based on the position.

In quantity, the number of State Civil Apparatus in Indonesia in June 2020 was 4,121,176. (State Civil Apparatus Statistics Book, Civil Service Agency, 2020). State Civil Apparatus are divided into three categories: those in structural positions (464,457 people, 11.27 percent), those in general functional positions (1,559,865 people, 37.85 percent), and those in specific functional positions (2,096,618 people, 50.85%). There are 20,282 people (4.37 percent) in the High Leadership Position, 101,149 people (21.78 percent) in the Administrator Position, 327,915 people (70.62 percent) in the Supervisory Position, and 14,989 (3.23 percent) in Echelon V positions. Meanwhile, the majority of State Civil Apparatus work in local governments, accounting for 3,174,570 people (77.03 percent), with the remaining 946,606 people (22.97 percent) working in the central government.

On the other hand, there are many things that need to be improved in terms of quality. President Jokowi prioritizes improving the quality of State Civil Apparatus, particularly those related to the development of the HR apparatus's competence and the simplification of bureaucracy. Apparatus HR development in a broader context—rather than just bureaucracy—involves the need to master science and technology, attract global talent, and encourage international qualifications. Because of the sluggishness of public services as a result of the long bureaucratic chain, the focus of attention is on bureaucratic simplification. As a result, the President directed that the bureaucracy be reduced from four layers to two layers by minimizing echelon positions, removing echelon three (III) and four (IV), and

replacing them with certain functional positions that value expertise and competence.

The results of an assessment conducted by Civil Service Agency on several Junior High Leadership Position and Administrator Officers in 2020 demonstrated the low quality of State Civil Apparatus. The assessment was performed on 228 Junior High Leadership Positions, with the majority failing to meet the competency standard at level 4 as outlined in The Regulation of Minister of State Apparatus Empowerment and Bureaucratic Reform No. 38 Year 2017 concerning Position Competency Standards. Similarly, the assessment of 707 Administrator Positions do not meet the competency standards for level 3 positions. Of course, this requires attention, particularly in the implementation of competency development.

In 2019, the report of Innovation Management Center of State Civil Apparatus Competency Development LAN RI identified a number of issues with State Civil Apparatus' competency development implementation. Among other things, implementation is often traditional, ceremonial, and merely formal, so that competency development is not linked to efforts to achieve organizational goals. Another major issue is that competency development has traditionally been regarded as the sole responsibility of the personnel unit, with other units such as technical units and personal employees remaining largely uninvolved. Competency development activities are regulated in Government Regulation No. 11 Year 2017 in conjunction with Government Regulation No. 17 Year 2020 concerning State Civil Apparatus Management and National Institute of Public Administration Regulation No. 10 Year 2018 concerning State Civil Apparatus Competence Development. It is stated that competency development is carried out in an integrated manner, which means that it involves all parties in one a series of systems that are intact, holistic, and not fragmented in certain respects. The report focuses on the development of State Civil Apparatus competencies through training, both traditional and non-traditional.

In practice, the problem of competency development affects not only the public sector, but also the private sector. Both are confronted with the same issue: how to prepare human resources to meet the demands of a dynamic company in order to meet customer expectations and satisfaction. The difference between the two is minor; the public sector's main goal is to provide excellent public services, whereas the private sector's goal is to maximize profits. This is what motivates companies in America, such as General Electric, McDonald's, and General Motors, to use the Corporate University (CorpU) approach in running their businesses. In this context, corporate university aims to prepare human resources with superior talents and high performance required for the use of the company's business processes.

Following the successful application of the corporate university approach to private sector companies in other countries, several State-Owned Enterprises (SOE) and Ministries/Institutions in Indonesia have adopted and implemented it in their organizations. Telkom, Pertamina, PLN, Bank Mandiri, Bank BNI, Bank BRI, and other SOEs have used a corporate university approach to develop their HR competencies. Meanwhile, among the public sector (Ministries/Institutions) are the Ministry of Finance, the Ministry of PUPR, the BPK, and others. Individual and organizational performance are expected to improve significantly with the implementation of the corporate university approach. This has also prompted local government agencies, including West Java Province, Central Java Province, East Java Province, and several regencies/cities, to begin implementing the corporate university model.

The institutional success of implementing the corporate university approach, both in SOEs and Ministries/Institutions, not only encourages adoption and replication by other ministries/institutions/institutions but can also be developed at the national level (pulled to the national level). The Innovation Management Center of State Civil Apparatus Competency Development LAN RI was tasked with compiling the State Civil Apparatus Corporate University report: Governance and Implementation Instrumentation in 2019. The report's findings

have been incorporated into Government Regulation No. 17 Year 2020 as an amendment to Government Regulation No. 11 Year 2017 concerning State Civil Apparatus Management, which states that competency development must be accomplished through an integrated learning system approach (corporate university). The report's findings are also incorporated into The Regulation of Minister of State Apparatus Empowerment and Bureaucratic Reform No. 3 of 2020, which explains the meaning of State Civil Apparatus Corporate University as an State Civil Apparatus competency development activity entity that acts as a strategic tool to support the achievement of national development goals in the form of handling strategic issues through a process thematic and integrated learning by involving relevant Government Agencies and experts from inside/outside government agencies.

With a relatively strong legal standing, the corporate university approach must be implemented immediately in developing competencies of State Civil Apparatus. The transformation of the Training Institute to use the corporate university approach is now required to overcome various problems associated with developing the competence of the HR Apparatus. The mandate of Government Regulation No. 11 Year 2017 and Government Regulation No. 17 Year 2020 concerning State Civil Apparatus Management is to use an integrated learning system approach (corporate university) to develop State Civil Apparatus competencies so that they can be followed up on immediately. The challenges of limited budgets for competency development, the COVID-19 pandemic that has struck the world, which has changed the implementation of competency development from classical (offline) to virtual (online), and the development of information technology as a result of the industrial revolution 4.0 are key leverage to further encourage the need for changes in institutions. institutions of higher learning to immediately implement the State Civil Apparatus Corporate University approach and transform into corporate university institutions (corpi). And, in order

to coordinate, integrate, and synergize, or "orchestrate," the corpi, a national corporate university State Civil Apparatus must be established (corpunas).

DISCUSSION

"Corporate University (CorpU)" is the most recent paradigm as well as a branding issue in HR competency development that is gaining widespread attention. The use of the Corpu approach in several BUMN and Ministry agencies has provided lessons learned on how to manage human resources in a holistic and integrated manner, serving as an inspiration and role model for other agencies. Adoption of corporate innovation necessitates not only name changes, but also changes in mind-set, culture-set, patterns, and procedures in human resource management and organizational management.

General Motors established the first corporate university in America in 1956, followed by McDonald's establishment of "Hamburger University" in 1961, and then by other companies such as Motorola, Oracle, and Toyota. There are currently over 4000 corporate universities in the United States, the majority of which are run by the private sector. In Indonesia, PLN was the first state-owned enterprise to transform its corporate university in November 2012, followed by PT Telkom's Learning Center becoming Telkom Corporate University in December of the same year, and PT Pertamina's Learning Center becoming Pertamina Corporate University in December of the same year. Several state-owned banks, including Mandiri, BNI, and BRI, had also pioneered the implementation of a corporate university at the time, followed by other BUMN agencies. While in the public sector, the Ministry of Finance was the first government agency to adopt a corporate university in 2016, and it was officially stated in the Minister of Finance's Decree in 2018.

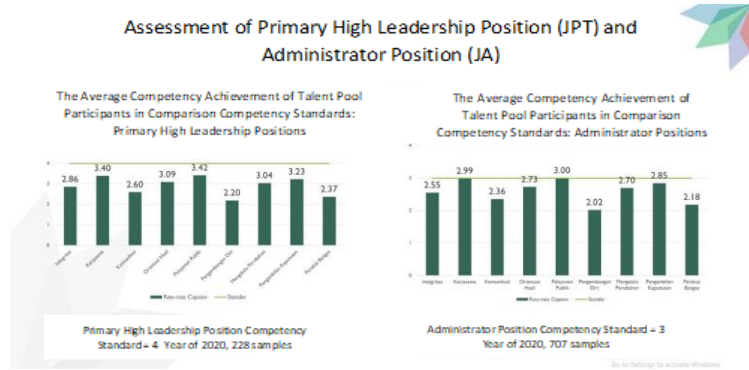
Using the corporate university approach, these agencies were able to improve employee competence in line with the company/performance organization's. Among his accomplishments, three (three) state-owned banks, Mandiri, BNI, and BRI, are currently listed as companies with the best performance in Asia. The success of this BUMN agency has also inspired government agencies at both the Central and Regional levels to adopt a corpus-based approach. Apart from the Ministry of Finance, the Ministry of PUPR, BPK, and LAN are also listed as central agencies. Both provincial and district/city governments have begun to initiate the implementation of the corporate university approach in their respective agencies in the Provinces of West Java, Central Java, East Java, and other local governments.

Table 1. Comparison Matrix of Universities, Training Centre and Corporate Universities

Element	University	Training Center	Corporate University
Focus	Education	Operational needs	Business needs (Main Activities of the Organization)
Service	Reactive/Proactive	Reactive	Proactive
Process	Focusing on lecturers, instructors, trainers	Fragmented per training program	Integrated, followed by concrete actions in the form on the job training
Method	Learning programs are structured to be completed within a certain period	Limited to ongoing training	Blended learning, between practice and learning in the classroom. Utilization of technology as a medium for learning effectiveness
Theory	General ability	Individual technical ability	Organizational core capabilities
Role	Educational Institution	Education, Training, Development	An integral part of Human Capital Management and the achievement of the organization's business targets

The figure below depicts the managerial competency gaps of ASN who hold structural positions in the Primary and Administrator roles:

Picture2. The State Civil Apparatus Competence Gap Between the Junior High Leadership Positions and Administrator Positions



Source: Civil Service Agency (BKN) Assessment Center, 2021

The ASN training rate is also still low; in general, a minimum of 20 hours of lesson for every State Civil Apparatus in a year is still not fulfilled, and even if it does meet the minimum training hours, the competency development is unrelated to the position currently occupied.

Another motivator and opportunity for the immediate implementation of a corporate university is the limited budget for competency development if done conventionally, despite the rapid development of IT as a result of the industrial revolution. 4.0 can be used effectively in a variety of learning platforms (learning management systems) to increase personal and organizational capacity (knowledge management system). We can understand and estimate how many classrooms are required, how many infrastructure buildings must be constructed, and how much budget must be prepared if we continue to rely on traditional learning methods using the figure below:

Figure 3. Simulation of Nation Needs of 20 Hours of Education and Training per Year in Class



Source: Ministry of Administrative and Bureaucratic Reform 2020

The corporate university approach to developing State Civil Apparatus competencies in the public sector is currently finding urgency and the right momentum to be implemented immediately by paying attention to the comparison matrix in the figure above, paying attention to existing State Civil Apparatus problems, and seeing the challenges ahead that are increasingly complex and dynamic. Institutionally, the corporate university approach to developing the competence of HR Apparatus (State Civil Apparatus) in government agencies in Indonesia was first pioneered in 2016 at the Ministry of Finance, and it later received a formal basic law in 2018 with the Minister of Finance's Decree No. 924/KMK. 011/2018 concerning Ministry of Finance Corporate University.

The Ministry of Finance Corporate University, which follows the most recent model for the development of the corporate university concept, can serve as a model or reference for other government agencies in developing a corporate university. Some things may not be implemented exactly for some organizations, but the basic principles of a corporate university can be applied gradually from the possible to a more advanced stage of development. The fundamental principles are as follows: 1. Governance pattern, which includes elements of the governance team

and their responsibilities, 2. Supporting infrastructure, which includes supporting "hardware" and its functions in the implementation of competency development, and 3. Forms of competency development as "software," which will be used by HR Apparatus in developing their competencies.

The governance team is made up of at least two (two) components: the steering committee and the implementing committee. The steering committee develops the agency's strategic policies, whereas the implementing committee is the person in charge of operations who supplies HR needs to implement the steering committee's strategic policies. The steering committee in central government agencies consists of the Minister and his staff, whereas the steering committee in regional government agencies consists of the Regional Head (Governor, Regent/Mayor) and their staff. In the meantime, the implementing committee serves as the operational unit in charge of implementing HR competency development for the Apparatus.

Supporting infrastructure that already exists today, both in central agencies such as BPSDM, Pusdiklat, and Training Centers, and in regions such as BPSDM, Training Agency, or BKPSDM, can function as a Center of Excellence in a corporate university approach (CoE). Supporting infrastructure does not have to be limited to physical forms of building infrastructure; it can also include support for widespread use of digital infrastructure in accordance with the types of competency development required.

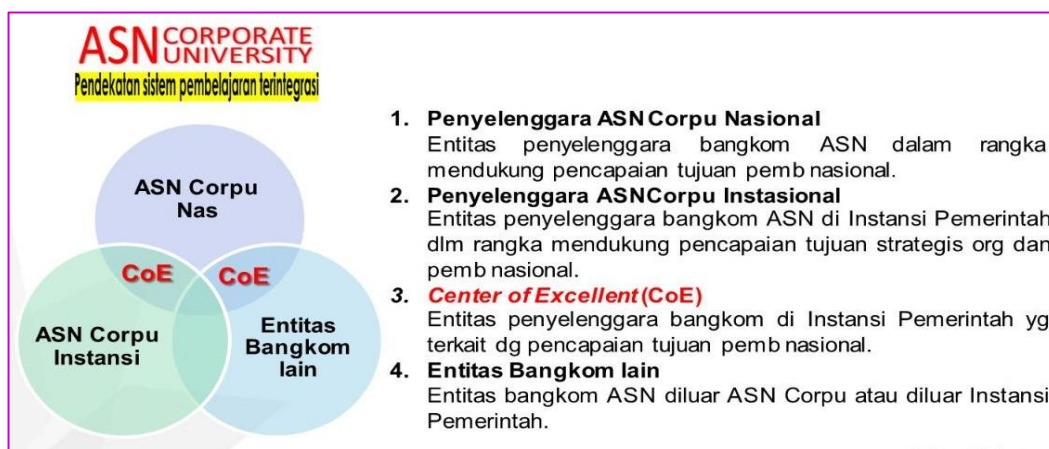
Forms of competency development can refer to National Institute of Public Administration Regulation No. 10 Year 2018 concerning Civil Servant Competency Development.

The corporate university approach can be adopted and applied nationally because the state and the organization (both public and private) are fundamentally the same, namely both managing human resources in order to achieve the organization's main goals, with the only differences being scale, purpose, complexity, and heterogeneity. different.

The elements of an institutional corporate university (Corpi) can be compared to those of a national corporate university (Corpunas). For example, if the strategic element in the Corpi is the organization's/strategic institution's plan, the element in the Corpunas can be the RPJMN, the vision and mission of the President and Vice President, and other national strategic issues that must be addressed through synergy and cooperation among the relevant stakeholders. Another aspect, for example, if the steering committee in the Corpi is the Minister or Regional Head and their staff, the steering committee in the Corpunas is the executive at the national level, which can be the President and Vice President or cooperation between the leaders of Ministries/Institutions such as the Ministry of State Apparatus Utilization and Bureaucratic Reform, Ministry of Home Affairs, Ministry of Finance, Ministry of National Development Planning/Head of Development Planning Agency, and Head of Civil Service Agency. While LAN RI collaboration and corporate university Ministries/Agencies/Local Governments serve as the implementing committee in CORPUNAS.

Meanwhile, the following figure describes the slice or relationship between the ASN of the national corporate university (CORPUNAS) and the ASN of the institutional corporate university (CORPI):

Figure 4. Competency Development Stakeholders in State Civil Apparatus Corporate University



Source: State Civil Apparatus Corporate University Report, 2021

LAN RI has been tasked with implementing the corporate university approach on a national scale. The legal basis is found in The Law No. 5 Year 2014 concerning State Civil Apparatus, Government Regulation No. 17 Year 2020 concerning Amendments to Government Regulation No. 11 Year 2017 concerning State Civil Apparatus Management, The Regulation of Minister of State Apparatus Empowerment and Bureaucratic Reform No. 3 Year 2020 concerning Talent Management, and National Institute of Public Administration Regulation No. 10 Year 2018 concerning State Civil Apparatus Competency Development.

Another opportunity that encourages State Administration Agency to implement the State Civil Apparatus National Corporate University approach is that, while Leadership and Managerial Training is an important phase of corporate university development in the private sector, only State Administration Agency in Indonesia are legally mandated to carry it out. According to Allen, the development of corporate universities in the private sector went through several stages, including the initial phase, which was a corporate university that only provided training. In the following stage, training is combined with managerial and/or executive development in addition to corporate universities. The following stage is a corporate university, which provides courses that provide academic credit if the trainee wishes to pursue an academic degree. The final stage is a corporate university that offers academic degrees (Allen, 2002).

LAN RI mandate to manage the Competence Development of HR Apparatus (State Civil Apparatus) nationally through a corporate university approach has yet to be adopted and implemented. This is due to the lack of a common perception among stakeholders, the lack of massive socialization regarding technical explanations for a national corporate university, and the lack of a legal umbrella as a technical reference for national corporate university implementation.

RECOMMENDATION

An agile, fast, responsive, effective, and efficient bureaucracy, or what is now known as an agile bureaucracy, can only be realized in a supportive ecosystem. The provision of competent and professional human resources for the apparatus that will run it is one of the most important factors in realizing an ideal bureaucracy. Continuous, monitored, and well-managed competency development is used to create competent and professional human resources for personnel. The existing training centers in Indonesia owned by the central government and local governments have made significant contributions to efforts to develop human resources for the apparatus. However, when the factual conditions of the human resources that run our current bureaucracy are juxtaposed with the challenges and demands of the times, the transformation of a training institution into a corporate university becomes necessary. Competency development in the traditional manner, in addition to necessitating a sizable budget, is no longer appropriate for the digital era. The corporate university approach provides holistic, integrative, and ideal solutions for developing human resource competencies in line with current competency development demands.

National Institute of Public Administration initiated the corporate university approach in 2019 and it is still being developed to this day. However, the National Institute of Public Administration (LAN RI) is also tasked with managing the national development of the competence of the State Civil Apparatus in a holistic, solid, and integrated manner, or as a National State Civil Apparatus Corporate University (Corpunas). To carry out this mandate, LAN RI requires full support from all relevant stakeholders, including the legislature and top executives such as the President and Vice President, the Minister of State Secretary, the Minister of State Apparatus Utilization and Bureaucratic Reform, the Minister of Finance, the Minister of Home Affairs, the Minister of National Development Planning/ Head of National Development Planning Agency, and the Head of the State Civil Service Agency. In a more immediate and pressing context, a strong legal foundation at the level of the

Presidential Decree or the State Apparatus Utilization and Bureaucratic Reform Regulation is required so that the National State Civil Apparatus Corporate University can be implemented immediately.

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- Government Regulation No. 11 Year 2017 juncto Government Regulation No. 17 Year 2020 concerning Civil Servant Management.
- The Regulation of Minister of State Apparatus Empowerment and Bureaucratic Reform No. 3Year 2020 concerning Talent Management.
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THE STATE CIVIL APPARATUS TALENT ACADEMY: SOLUTION FOR STATE CIVIL APPARATUS HR REGENERATION

Fauziah Mukhlisah; Hifzi Nurfahma; Maylitha Achmad; Syahrul Bayuadi Agustono
(National Institute of Public Administration)

EXECUTIVE SUMMARY

The beginning of the 4.0 revolution is marked by technological advancements such as cyber-physical, internet of things (IoT), cloud computing, and cognitive computing. Technology has altered many aspects of human life in this era, including the economy, the workplace, and even lifestyle. The challenging task of establishing a world-class government is becoming increasingly complex. World class government. According to the Government Effectiveness Index, Indonesia's position in 2021 is 65.3, which is higher than the previous year but still far behind neighbouring countries. The non-optimal performance of the State Civil Apparatus is one of the factors contributing to Indonesia's low score. According to Civil Service Agency (BKN) data, administrative workers still account for up to 38%, or 1.6 million, of the total numbers of ASN in 2020. Meanwhile, in order to improve the quality of the bureaucracy, a qualified and State Civil Apparatus is required not only in administration but also in substance. To obtain quality competent of State Civil Apparatus, competence development in accordance with the State Civil Apparatus' interests and talents is required through the State Civil Apparatus Talent Academy program. The compatibility of the competency development program with the State Civil Apparatus' interests and talents will facilitate and accelerate the State Civil Apparatus quality development. State Civil Apparatus Talent Academy program recommendations include two options: State Civil Apparatus Talent Academy as a traditional training program or as a Massive Open Online Course (MOOC) based training program. According to the findings of the analysis, the benefits provided by MOOC-based State Civil Apparatus Talent Academy training are greater than those provided by traditional ASN Talent Academy training; this is also supported by current conditions that greatly optimize technology.

INTRODUCTION

Transformation of Digital Technology in the Fourth Industrial Revolution 4.0

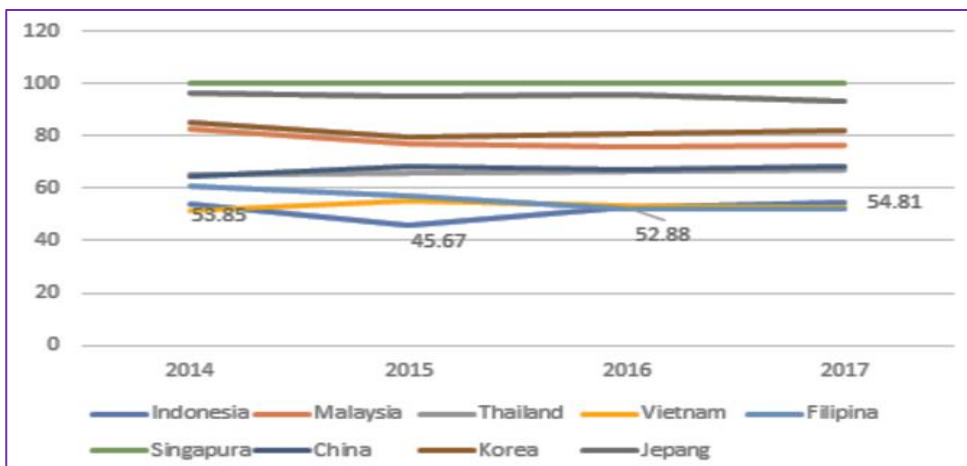
Technological advancements cause the world to change quickly; technology alters and even eliminates some jobs, but it also creates new jobs with high skill requirements. The impact of the industrial revolution, which began in the 18th century with the invention of the steam engine and was used in the manufacturing of goods. This industrial revolution began in England, where this technology has the potential to increase the productivity of the textile industry, which previously relied on human labour being replaced by machines. The invention of electricity ushered in the second industrial revolution. Whereas the first industrial revolution replaced human power with a steam engine, the second industrial revolution gradually replaced it with mechanical-electrical equipment, as evidenced by the invention of the assembly line with conveyor belts in the automobile industry. This stage also transforms an agrarian society into an industrial society.

The discovery of semi-conductor equipment and integrated circuits (IC) or the automation industry marks the entry into industrial stage 3. We are now entering the fourth industrial era or usually mentioned as Industry 4.0 in which the trend in the industrial world is to combine automation and cyber technology. The term "Industry 4.0" refers to a project in Germany's advanced technology strategy that prioritizes factory computerization. Manufacturing technology has entered the trend of automation and data exchange in industry 4.0. Cyber-physical systems, the internet of things (IoT), cloud computing, and cognitive computing are all examples of this. This trend has had an impact on many aspects of human life, including the economy, the workplace, and even lifestyle. In a nutshell, the fourth industrial revolution installs intelligent technology that can be linked to various aspects of human life.

World Class Bureaucracy

As stated in the "Grand Design of Bureaucratic Reform", the goal of bureaucratic reform is to achieve world-class governance with good governance characteristics. Given the bureaucracy's performance, efforts to achieve this vision necessitate a comprehensive approach, which is still largely or almost entirely a problem. As shown in the graph below, which depicts the government effectiveness index from 2014 to 2017, Indonesia ranks lower than other Asian countries. Indonesia scored 53.85 in 2014 and only slightly improved to 54.81 in 2017. Despite the improvement, Indonesia remains far behind other countries such as Malaysia and Thailand.

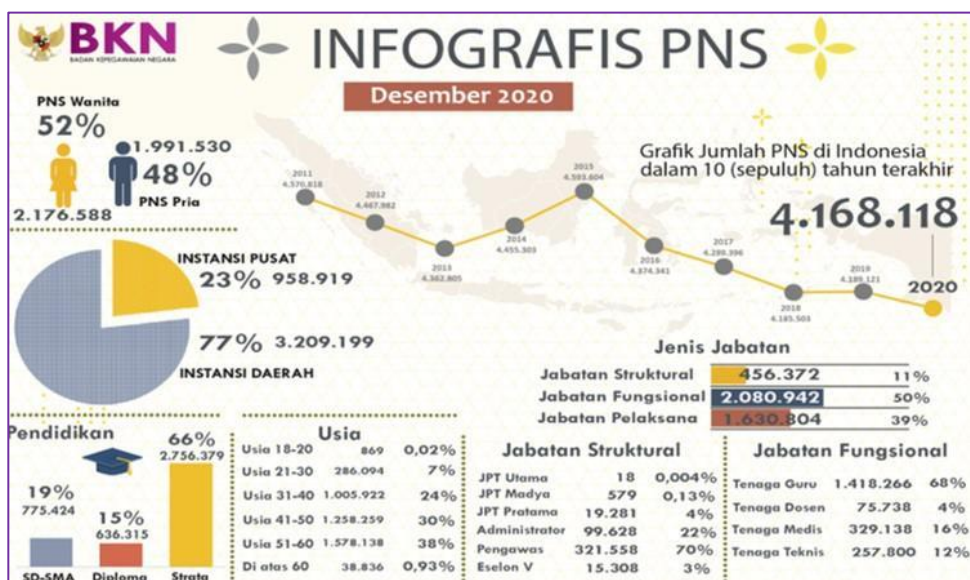
Picture 1. Ranking of Government Effectiveness Index of Several Asian Countries 2014 – 2017



The bureaucracy's poor performance necessarily requires a thorough reorganization of the bureaucracy at the central and regional levels. To achieve a World Class Bureaucracy, this realignment necessitates a comprehensive, systematic, and coordinated change process. Every good government necessitates an increase in human resources, because without the assistance of professional human resources, no matter how sophisticated the technology used, the goal of governance will not be realized. The State Civil Apparatus (ASN) is one of the

bureaucracy's assets, and it is expected to be able to realize the World Class Bureaucracy ideals by 2024.

Picture 2. Infographic of State Civil Apparatus (PNS) in Indonesia December 2020, Civil Service Agency



As a result of globalization and digitalization, State Civil Apparatus must become a generation of learners or lifelong learners. They have to not only accept positive changes, but also adapt to them. As a result, improving the quality of State Civil Apparatus human resources can be accomplished by fostering bureaucrats, specifically through strict selection, proper allocation, education and training, and planned and controlled promotions and transfers. Improving the quality of human resources can be guided by need-based education and training.

At the national strategic level, the talent academy is expected to foster and develop better human resource competencies for the apparatus, allowing for the realization of a high-performing bureaucracy. When a high-performing bureaucracy is realized, it is hoped that the quality of public services will improve, the economy

will run smoothly, and a united, sovereign, just, and prosperous state will be realized, as stated in the Indonesian Constitution's Preamble.

Smart State Civil Apparatus and Smart Governance

The quality of human resources, including those of the apparatus, is a major focus of National Mid-Term Development Strategy (RPJM) IV 2020-2024. The government's efforts to develop the competence of the HR Apparatus have now entered the next critical stage, as stated in the RPJMN IV mandate 2020-2024, namely realizing the Smart State Civil Apparatus (Smart ASN) figure in supporting the vision of World Class Government.

Global competition is now entering the digital realm (the current of the Fourth Industrial Revolution), including the government system, which is transitioning to a digital bureaucracy. As a result, every State Civil Apparatus must be smart and adaptable to technology in order to improve organizational performance and provide faster, more accurate, and efficient public services. A smart State Civil Apparatus is defined as a government apparatus with competencies such as information technology mastery, bilingualism, technical expertise, entrepreneurship, and a nationalist spirit. Smart State Civil Apparatus has a profile that is ready to face disruption and challenges in an increasingly complex world. Smart ASNs are described as having global insight, mastering IT and foreign languages, being innovative, adaptable, and having good networking skills in order to build a world-class Indonesian bureaucracy. Smart State Civil Apparatus is expected to have qualified qualities as government agents who are adaptive and agile in order to adapt in the digital era to support national development and elevate Indonesia's bureaucracy to world class.

In line with this, the continuous and integrated improvement process encompasses not only the human aspect, but also the system in the government's strategic environment. The concept of smart governance is well-known in the

government system. Smart Governance is concerned with the use of technology to aid in better planning and policymaking, as well as the transformation of public services. Smart governance includes not only technological sophistication in government, but also governmental organization, citizen participation (including government-citizen collaboration), and the use of technology in government, according to some literature. As a result, Smart Governance can be defined as governance based on collaboration between government and non-government organizations through the use of communication and information technology to achieve development goals in an effective, inclusive, and sustainable manner.

State Civil Apparatus are Still Dominated by Administrative Position

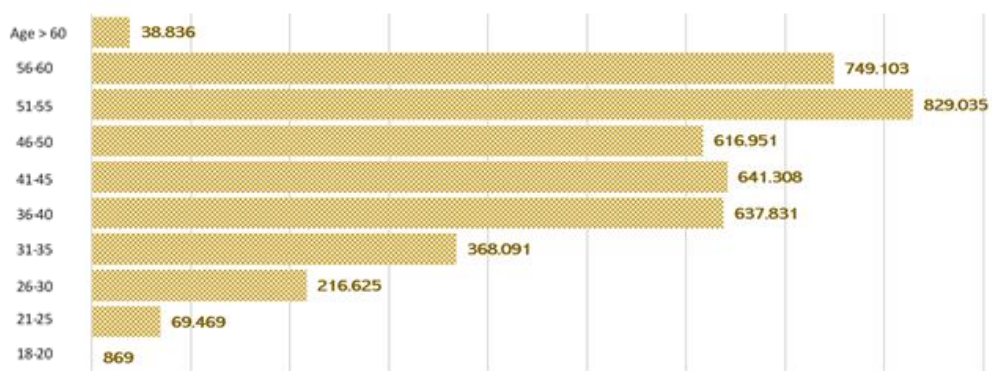
According to data from the Civil Service Agency (BKN), there are nearly 1.6 million State Civil Apparatus in administrative positions as of June 30, 2020, accounting for approximately one third of all State Civil Apparatus. The total numbers of State Civil Apparatus in Indonesia is 4,121,176 people, according to data as of June 30, 2020. Seventy-seven percent of State Civil Apparatus are employed by local governments (Pemda). There were 946,606 people from Ministries/Institutions and 3,174,570 people from regions.

Millennial State Civil Apparatus in the Bureaucracy

The Central Statistics Agency (BPS) explained in the Official Gazette of Statistics of 2021 that Generation Z and the millennial generation dominate the Indonesian population. Generation Z is the population born between 1997 and 2012, while the millennial generation was born between 1981 and 1996. According to the survey results from February to September 2020, the numbers of Generation Z reached 75.49 million people, or 27.94 percent of the total population of 270.2 million people. Meanwhile, the millennial generation accounted for 69.90 million people, or 25.87 percent of the total. According to data from the National Civil Service Agency in 2020, the abundance of human resources from generation Z and

millennials is also reflected in the bureaucratic structure, specifically based on the 18–20-year age group by 0.02 percent; age 21-30 years by 7 percent; and age 31-40 years by 24 percent, for a total of 31.02 percent. According to these statistics, millennial ASN make up a sizable proportion of the government workforce.

Picture 3. Numbers of State Civil Apparatus by Age Group, Civil Service Agency



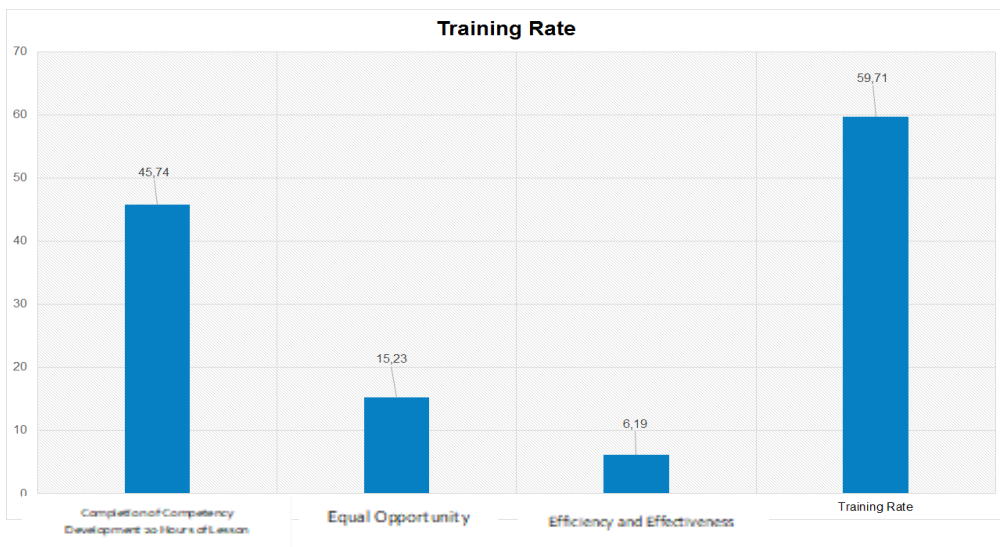
The 51–55 age group still dominates the numbers of State Civil Apparatus by age, followed by the 56-60 age group. According to the graph above, the majority of State Civil Apparatus in Indonesia are over the age of 40. With such a large age gap, it becomes difficult for the younger generation of State Civil Apparatus to make breakthroughs in public and community services with such a small number of State Civil Apparatus. To ensure that the wheels of government run smoothly, the bureaucracy must be ready to regenerate.

In order to develop a cadre of future bureaucratic leaders, the numbers and potential of millennial State Civil Apparatus in the bureaucracy must be properly managed. Millennial State Civil Apparatus can serve as a bridge builder between existing generations, allowing them to work together to support efforts to improve performance in organizations capable of encouraging world-class bureaucratic organizations.

Low State Civil Apparatus Training Rate

The training rate is a tool designed to assess the agency's success in developing State Civil Apparatus competence. Three principles are fulfilled by the concept of training rate. First, there is the 50 percent competence development principle, which states that the organization must make a commitment to employee development in the form of policies. Second, in accordance with the principle of equal opportunity, the organization must ensure that all employees, regardless of position, are developed in their abilities and are relevant to improving organizational performance. Third, a 25% efficiency and effectiveness principle will ensure that the apparatus human resource management development system and training prioritize an efficient and effective approach.

Picture 4. Training Rate, P3K State Civil Apparatus Competency Development (Bangkom), LAN RI



Based on training rate monitoring conducted on eight government agencies, namely LAN RI, Indonesia National Government Internal Auditor (BPKP), Statistic Indonesia (BPS), OKI Regency, Medan City, DIY Province, and DKI Jakarta Province, it

was discovered that the level of State Civil Apparatus Competency Development Fulfilment was 20 JP per year, representing only 45.74 percent. The equality of opportunity for competency development is 15.23 percent, and the efficiency of effectiveness is 6.19 percent. The monitoring results show that the training rate is still below the national average. Several factors contribute to the low training rate, which are as follows:

- a. State Civil Apparatus as a production factor
- b. State Civil Apparatus are unaware of the right to develop competence
- c. The agency has not budgeted for employee competency development. Human resources are frequently overlooked in favor of other production factors such as systems, infrastructure, and technology. Many leaders are unaware that the driving force of governance systems and governance, namely people, is critical to the success of the organization's vision and mission. As a result, the budget for human development is not prioritized and becomes the primary target that is cut if the budget of a government agency is reduced.

The organization's human resources must be able to anticipate these changes. This will make the organization's services or business processes more agile. Anticipating this, organizations, particularly government agencies, should develop competency development patterns that are current, beginning with making the organization a holistic learning organization for all components of its employees and progressing to building new training that is more flexible and up to date. State Civil Apparatus Talent Academy is a collaborative effort by government organizations to address current challenges. State Civil Apparatus Talent Academy is a pattern of employee competency development that bridges the gap between leadership regeneration and the creation of a learning organization.

Competency Development in Position, State Civil Apparatus Talent Academy is expected to be the answer to in-service competency development fulfilment.

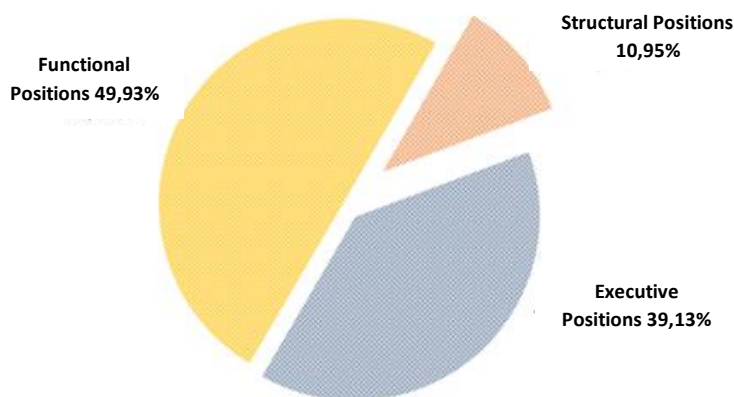
Furthermore, State Civil Apparatus Talent Academy can prepare for an organization's leadership regeneration.

DISCUSSION

State Civil Apparatus Competency Development

Competency development is an effort to meet State Civil Apparatus' competency needs through job competency standards and career development plans. Competency development is governed of The Law No. 5 Year 2014 Article 70 concerning State Civil Apparatus, which states that every ASN employee has the right and opportunity to develop competence. Furthermore, in the same article, paragraph 4, it is stated that in order to develop the competence of each Government Agency, an annual competency development plan must be prepared and included in the annual work plan of the respective agency's budget.

Picture 5. Composition of State Civil Apparatus Position as of December 2020, National Service Agency

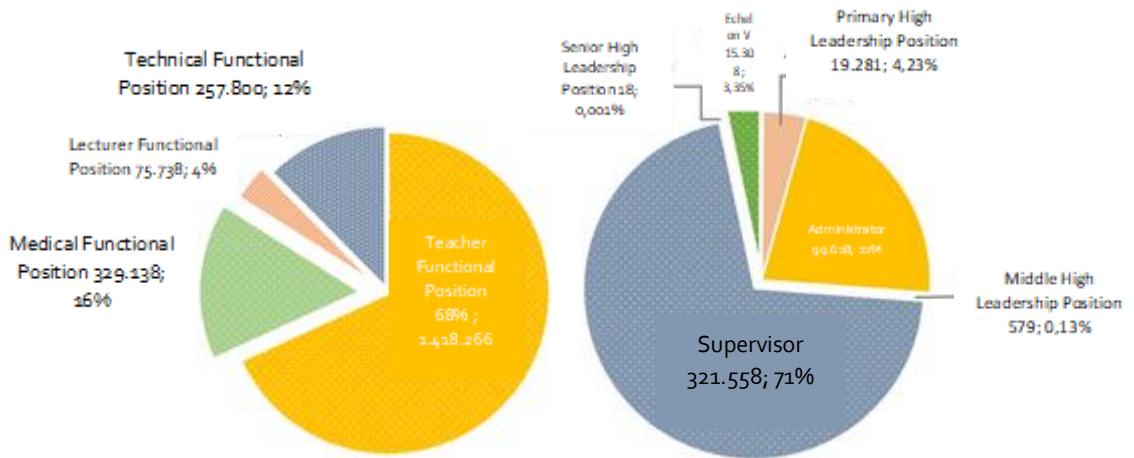


Functional Positions dominate the types of PNS positions in Indonesia with a percentage of 49.93% or 2,080,942 PNS consisting of: 68% Teachers (1,418,266),

16% Health Workers (329,138), 12% Technical Workers (257,800) and 4% of Lecturers (75,738), as shown below.

Picture 6. Breakdown of State Civil Apparatus Position Composition as of December 2020,

National



Meanwhile, structural positions are dominated by supervisory positions or equivalent to Echelon IV as much as 71%, with Administrator or Echelon III positions accounting for up to 22%. According to existing data, several agencies still have Echelon V positions accounting for up to 3.35 percent of total structural positions, or up to 15,308 State Civil Apparatus.

Regulations concerning further competency development are stated in derivative regulations, namely Government Regulation No. 11 Year 2017 concerning State Civil Apparatus Management and Government Regulation No. 49 Year 2018 concerning Contract-Based Government Employees (PPPK) Management, that the right to develop competence is at least 20 hours of lessons (JP) per year for State Civil Apparatus and 24 hours of lessons (JP) per year for Government Employees with Work Agreement, which was then operationalized in National Institute of Public Administration Regulation No. 10 Year 2018 and the State Administration Regulation No. 8 Year 2018

State Civil Apparatus competency development can take the form of education and/or training. Through formal education, competency development in the form of education is carried out to increase State Civil Apparatus' knowledge and expertise, whereas competency development in the form of training is carried out through classical and non-classical training channels. Competency development in the form of classical training in the classroom, at the very least through training, seminars, courses, and upgrading. Non-classical training for competency development includes e-learning, workplace guidance, distance training, internships, coaching, mentoring, detachment, and exchanges between State Civil Apparatus and private employees.

ASN Talent Academy accelerates the development of ASN competencies.

Many changes in the strategic environment influence the development of competency development, which can be classified as patterns of thinking and ways of doing things. There are at least three major changes, namely:

1. Analog to Digital

Whereas analog living is characterized by being completely physical and face-to-face, requiring more space, infrastructure, and not being flexible, depending on space and time, digital living is characterized by being completely physical and face-to-face, requiring more space, infrastructure, and not being flexible, depending on space and time. Digital is distinguished by the use of information technology, does not necessitate a large amount of space, does not necessitate face-to-face physical interaction, and is flexible.

2. Heutagogy to Pedagogy

The transition of the classroom learning system from pedagogy to heutagogy. Pedagogy is a learning system in which the trainer is the center of learning in the classroom, learning occurs in one direction with the lecture method, and there is little interaction. While heutagogy is a learning system that encourages

participants to explore problems and then find solutions on their own through discussion and interaction with trainer and other classroom participants.

3. Training to Learning

The shift is from training to learning, where learning is obtained not only through special time in the classroom, but also on an ongoing basis until returning to the workplace. Use of a variety of learning resources, including those provided by teachers as well as practitioners in the field and self-learning. Learning implementation, which was previously manual and paper-based, has now benefited from information technology and is paperless.

Taking these considerations into account, it is necessary to shift the approach to developing competence in the future to one that is more in line with modern human characteristics combined with the use of information technology. Based on the mandate of Government Regulation No. 17 Year 2020 concerning amendments to Government Regulation No. 11 Year 2017 concerning State Civil Apparatus Management, ASN Corporate University is firmly mandated to be implemented (State Civil Apparatus CorpU). According to Article 203 paragraph (4a), competency development is accomplished through the use of an integrated learning system approach. Furthermore, CorpU is defined as a State Civil Apparatus learning method in the workplace that combines classical and non-classical approaches to support the achievement of organizational strategies and national policies.

The State Civil Apparatus CorpU learning strategy, which combines classical and non-classical approaches, enables the development of new ways of developing State Civil Apparatus competence, such as Self Learning, Community of Practice, Knowledge Sharing, Distance Learning, Coaching, Mentoring, and so on.

A program that follows the 10:20:70 model and emphasizes self-learning and the use of information technology can be developed as part of the State Civil Apparatus CorpU. State Civil Apparatus Talent Academy conducts competency development activities through self-learning and virtual classes using the 10:20:70

model principle, which states that 10% of the learning portion is received in a structured manner in online asynchronous and synchronous learning, followed by a 20% portion of guided learning (coaching) in the workplace, and then 70% of the learning portion is carried out by the trainees independently using experiential learning. Furthermore, when organizing the State Civil Apparatus Talent Academy, experts/experienced figures from private practitioners, communities, government, and community leaders are invited.

State Civil Apparatus Talent Academy aims to train millennial State Civil Apparatus to become leaders with qualified abilities by identifying potentials and competencies and developing leadership competencies in millennial State Civil Apparatus. Millennial State Civil Apparatus are equipped with collaborative abilities in addition to intellectual abilities and qualified skills. This means that the millennial generation, which prefers a quick, flexible, and dynamic work environment, must be able to collaborate with previous generations who have different work patterns.

RECOMMENDATION

Based on the findings of a thorough examination of the background and discussion of the issues raised above, the authors propose two policies that LAN RI, as a national State Civil Apparatus competency development supervisor, can implement in order to improve State Civil Apparatus competencies in accordance with their interests and talents in order to provide maximum contribution to the bureaucracy and support the world class bureaucracy:

1. State Civil Apparatus Academy as a MOOC Learning Platform based on interests and talents

This program takes the form of developing ASN competencies, which each participant can complete through self-learning on the MOOC platform. The MOOC platform will offer a variety of courses or trainings that participants can choose from based on their interests and talents.

Table 1. Matrix of Strengths and Weaknesses of ASN Talent Academy MOOC

Strengths	Weaknesses
Save Cost	Minimal interaction
Save time, no special time required	Network is not complete
Can be followed by a large number of participants at one time	Not all of the infrastructure facilities have
Flexible can be accessed at any time set by the participants themselves	There is no binding and clear learning structure, when to study or take the exam

2. State Civil Apparatus Talent Academy is a competency development program that provides classical training based on interests and talents.

This program consists of State Civil Apparatus competency development in the form of classical training that is carried out in a classical manner. The implementation strategy employs both on-campus and off-campus methods. The off-campus method aims to provide participants with an experiential learning experience in order for them to create a product or output that is tailored to their interests and talents.

Table 2. Matrix of Strengths and Weaknesses of ASN Talent Academy Conventional Training

Strengths	Weaknesses
<i>There is a clear learning structure</i>	<i>Limited to space and time</i>
There is interaction with the teacher and between participants	It costs a lot
Networking	Leaving work while studying
Does not depend on infrastructure and networks	Limited participants

In a matrix, the following is a summary of the benefits and drawbacks of the two alternative policies that LAN RI can pursue as a national State Civil Apparatus competency development coach.

Alternative	Descriptions	Strengths (+)	Weakness (-)
A	ASN Talent Academy as MOOC Platform	<ul style="list-style-type: none"> - No Organizing Fee - Unlimited number. of Participants - Not Time-bound - Can be accessed anytime and anywhere - Can be done without leaving work 	<ul style="list-style-type: none"> - Relatively High Initial Platform Development Cost - Minimal Interaction Between Participants - Network Hasn't Touched Entire Region - Levels <i>Drop out</i> High
B	ASN Talent Academy as Conventional Training	<ul style="list-style-type: none"> - Clearer Learning Structure - Deeper Material Understanding - Interaction Between Participants - Networking 	<ul style="list-style-type: none"> - Limited number. of Participants - Large Operating Fee (Per Training) - Participant's Accommodation and Transportation Fee

Based on the two alternative policies, it can be concluded that if alternative A is chosen, National Institute of Public Administration (LAN) can reach more participants for free, there will be no accommodation or transportation costs for participants, and there will be a greater variety of course options. However, one must keep in mind that the dropout rate from the MOOC program is relatively high, and of course, a comprehensive MOOC platform must be built in order for State Civil Apparatus Talent Academy to run smoothly.

Meanwhile, if you choose option B, it will be similar to the implementation of classical training in general. The learning structure is clearer, and participants interact with one another to build networks. However, the high costs of implementation (per training), the limited number of participants who can participate, and each participant who becomes a participant must also incur

accommodation and transportation costs to get to the training location must all be considered.

With these two alternatives in mind, the author recommends alternative A because the reach of participants is greater and there are no costs incurred by the participants. This is to support the implementation of The Law No. 5 Year 2014 on State Civil Apparatus, which requires every State Civil Apparatus to receive 20 hours of lesson of competency development per year. It is hoped that by taking part in the MOOC-based State Civil Apparatus Talent Academy, more State Civil Apparatus will develop their competencies. Furthermore, the budget is an important consideration because organizing a training incurs relatively high costs, and the number of participants who can attend the training is limited. Another factor to consider is the use of technology, as we are now in the era of the Fourth Industrial Revolution, which promotes digitalization. As a result, one of National Institute of Public Administration ways to optimize technology in competency development is to implement the MOOC-based State Civil Apparatus Talent Academy.

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concerning Competence Development of Civil Servants.

THE STATE CIVIL APPARATUS CAREER DEVELOPMENT: IMPLEMENTATION OF MERIT SYSTEM IN STRATEGIC POSITION SUCCESSION

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EXECUTIVE SUMMARY

The use of a merit system in State Civil Apparatus career development, as mandated by The Law No. 5 Year 2014 concerning ASN and Government Regulation 11 concerning PNS Management, can ideally produce quality leaders who are prepared to occupy strategic positions. The application of the merit system should be capable of producing leaders who are competent and ready to compete. However, the application of the merit system in State Civil Apparatus career development is not always carried out optimally, resulting in frequent vacancies in government positions. Promotions, transfers, and placements of State Civil Apparatus are often subjective and political, whereas good governance necessitates professional State Civil Apparatus leaders through career development bases on merit system.

Keywords: Career Development, State Civil Apparatus, Merit System

INTRODUCTION

State Civil Apparatus' career development is inextricably linked to the mandates of The Law No. 5 Year 2014 concerning ASN and Government Regulation No. 11 Year 2017 concerning State Civil Apparatus Management. When discussing State Civil Apparatus management, we cannot separate it from the merit system that serves as the policy's foundation, where all aspects of State Civil Apparatus management, from planning to termination, are based on the fulfilment of qualifications and competence requirements. The merit system approach focuses on transitioning from a close-career system that prioritizes seniority and rank to an open-career system that prioritizes State Civil Apparatus competition and competence in promotion and filling positions (Prasojo & Rudita, 2014). The goal of

implementing the merit system is to ensure that positions in the government bureaucracy are filled by people who are professional in the sense of being competent and carrying out tasks in accordance with basic values, the code of ethics, and the ASN code of conduct (The Civil Service Commission, 2018). In general, this merit system can be thought of as a screening process for superior human resources who are professional, have integrity, are neutral, and perform well.

Personnel management based on merit will eventually create harmony between the needs of the organization, position, competence, and the individual apparatus itself, which will have a positive impact on State Civil Apparatus' performance and professionalism. Career development is an activity that assists employees in planning their future careers in the organization so that both the organization and the employees involved can grow to their full potential. While State Civil Apparatus career development is an effort to hone the individual apparatus that must be managed properly based on a merit system in order to achieve organizational needs fulfilment.

The merit system is also related to various governance indices such as the government effectiveness index, the corruption perception index, the human development index, the political trust index, and the per capita purchasing power index.

Table 1. Public Governance Quality

Tahun	Global Competitiveness Index (GCI)		Ease of Doing Business (EoDB)		Corruption Perceptions Index (CPI)		Government Effectiveness Index (GEI)	
	Skor	Rangking	Skor	Rangking	Skor	Rangking	Skor	Rangking
2017	63.5	36/137	61.52	91/190	37	96/173	0.04	84/193
2018	64.9	45/138	66.47	72/190	38	89/173	0.18	75/193
2019	64.6	50/140	67.96	73/190	40	85/173	0.18 (-2.5 s.d. 2.5)	73/193
2020	*	*	69.60	73/190	37	102/180	*	*

Source: Indonesia Civil Service Commission, 2020

The use of a suboptimal merit system is reflected in the quality of human resources in the Indonesian apparatus, particularly in the quality of governance. Table 1 shows that, while the Ease of Doing Business index (EoDB), Corruption Perception Index (CPI), and the Government Effectiveness Index (GEI) have all improved their rankings in the last three years, the Global Competitiveness Index (GCI) has declined. The drop in the GCI has an effect on investors' confidence in investing their money. Despite the fact that Indonesia is working hard to build an advanced and sustainable economy in accordance with the Indonesia Vision 2045 (The Civil Service Commission, 2019).

Career development based on a flawed merit system is reflected not only in various governance indices, but also in the scarcity of succession of public officials who are less competent and competitive than those in the private sector. Promotions, transfers, and placements of ASN employees are subjective and political when career development does not optimize the merit system. The succession of strategic positions, which, rather than prioritizing meritocracy, actually returned to a pattern of patronage 30-40 years ago.

The failure of merit-based career development can be seen in the reactive rather than anticipatory policy, namely the opening of recruitment when there is a vacancy in the ASN position; if there is a vacancy, the candidate is prepared. What happened in Sumedang Regency was one of the unpreparedness in the succession of strategic positions. 70 echelon II, III, IV ASN positions in the Sumedang Regency Government, including the ASN High Positions, namely the Regional Secretary of the Sumedang Regency, have been vacant for 6 months (Jukardi, 2018). The issue of succession of strategic positions in government agencies points to a career development pattern that continues to perpetuate the spoil system rather than implementing a merit system.

DISCUSSION

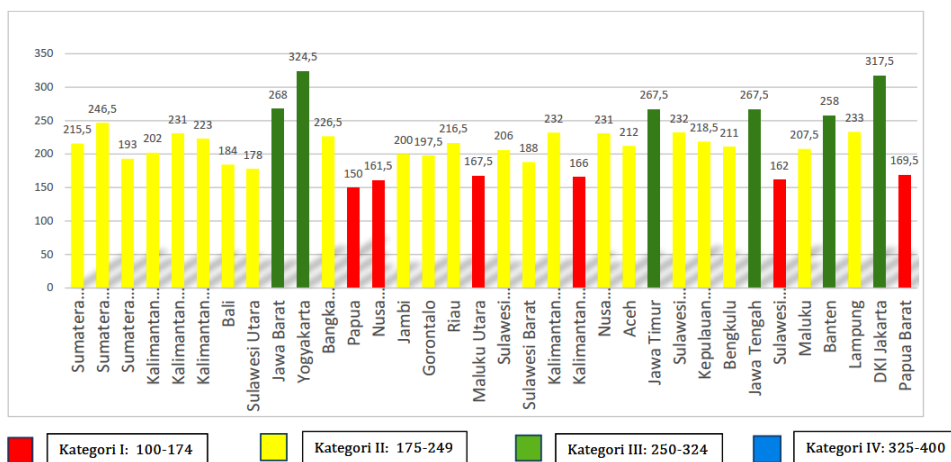
In article 199 of Government Regulation No. 11 Year 2017, concerning the State Civil Apparatus management, the succession plan for strategic positions in government agencies is regulated. (1) The Personnel Development Officer (PPK) determines the succession plan group every year and announces it through the State Civil Apparatus information system; (2) The succession plan group as referred to in paragraph (1) consists of a group of State Civil Apparatus who have: a) Competence according to the classification of positions; b) Fulfilling competency development obligations; and c) Have a performance appraisal of at least good value in the last 2 (two) years; (3) The succession plan group as referred to in paragraph (1) is managed by a work unit that handles the field of personnel; (4) Further provisions regarding the succession plan group shall be regulated by a ministerial regulation.

The Government Regulation above explains that every agency must have a succession plan, but there are several factors that cause a government agency to not have implemented succession planning, including political intervention in strategic position appointments, State Civil Apparatus management that is still struggling with administrative activities, and personnel management that has not optimized the merit system. One of the consequences of implementing State Civil Apparatus career development that does not optimize the merit system is the sudden placement of strategic positions and the tendency to wait for vacancies. However, the application of the merit system itself limits the career development of State Civil Apparatus based on merit in government agencies. The main impediment to implementing this merit system is the human resource management strategy.

findings of The Civil Service Commission' Mapping Study on the Application of the Merit System in the Management of the State Civil Apparatus (2018) revealed some interesting findings, including: (1) the number of government agencies that are truly ready to implement the merit system is still small; (2) Ministries and Non-Ministerial Government Institutions (LPNK) are more prepared to implement a merit

system than provincial governments; and (3) Provincial governments in Java are more prepared to implement a merit system when compared to provincial governments outside Java; and (4) Provincial governments in Eastern Indonesia are relatively lagging behind other provincial governments in implementing merit system policies (The Civil Service Commission, 2018).

Graphic 1. Map of State Civil Apparatus Management Merit System Implementation Year of 2018



Source: The Civil Service Commission 2018

The majority of provinces are in category II "poor" on the graphic map of State Civil Apparatus Management Merit System Implementation in Provincial Government, and no province is in category IV "very good." This condition demonstrates that the provincial government, particularly in several provinces in eastern Indonesia, has not implemented a merit system. Central Indonesia and Sumatra Island are in category II, while provincial governments on the island of Java are in category III "Good" (The Civil Service Commission, 2018). According to the Civil Service Commission (2019) survey on local governments, only 14 percent of district governments and 22 percent of city governments are categorized as "very good" and "good" in implementing merit system-based HR management, and there are nearly 350 districts and more than 50 districts. cities where the merit system

application is still in the bad and unfavourable categories. So far, it is clear why the succession of strategic positions that have been optimally prepared by the relevant government agencies is difficult to implement because the merit system has not been applied optimally in various regions.

The appointment of strategic positions through open selection is very common nowadays. As part of the effort to implement the merit system, this open selection is possible. The implementation of this open selection is fraught with difficulties, primarily due to the high cost of implementation, which allows The Civil Service Commission to exclude open selection for Government Agencies that have implemented a merit system in fostering ASN employees with KASN's approval. Government agencies that have implemented a merit-based system for fostering ASN employees who are included in the exception are required to report to KASN on a regular basis in order to obtain new approvals (Review of State Civil Apparatus Career Development Planning, The Center for Training and Development and Research of Government Management, 2020).

One of the most common challenges in preparing the succession of high-ranking positions through this merit system is the lack of data based on aspects of potential and competence, as well as other objective measures that have not been well organized at the central and regional levels, making it difficult for the government to use High Leadership Positions (JPT) in the scale of mobility interests. The availability of High Leadership Positions' potential and competency profiles objectively facilitates the utilization and placement of JPT across sectors and nationally in accordance with the dynamics of the Government's development program.

RECOMMENDATION

State Civil Apparatus career development that is not based on merit has an impact on the output of the resulting leader because the merit system aims to openly select (open selection procedure) with parameters of qualification,

competence, work performance, and fairness to ensure that prospective leaders have the required knowledge and skills. State Civil Apparatus' career development to the placement of strategic positions that are not based on merit means ignoring qualifications, competencies, and work performance, producing leaders who lack of competencies.

According to the Civil Service Commission's study (2018), the merit system conducted in central and regional governments is deemed ineffective. One of these conditions is the absence of a cadre system or succession planning for high-ranking officials based on potential and competence, as well as other objective measures that have not been developed or well-organized at the central and regional levels. The failure to fill high-level leadership positions in Ministries/Institutions/Local Governments will undoubtedly have an impact on the smooth implementation of national development. As a result, the High Leadership Positions must be filled through an objective selection mechanism based on merit system so that there are officials with integrity, competence, and the ability to manage all cultural differences, ethnic and religious backgrounds, as well as the interests of all elements of the nation.

Fulfilment of talent needs (people with the greatest potential and abilities) can be met through both external and internal sources. Fulfilment of High Leadership Positions (JPT) through external sources, also known as open selection (open bidding), is thought to have several flaws, including: new planning begins when there is a vacant position, so the assessment is not in-depth only during the selection process and without any feedback.

Agencies can carry out succession planning through internal sources, which is a planning process to ensure the availability of potential candidates to occupy important positions in Ministries/Institutions. Succession planning is mandated by staffing regulations, specifically Article 134 of Government Regulation No. 11 Year 2017 concerning State Civil Apparatus Management. The merit system is intended

for agencies that already have career management, which consists of planning, development, career patterns, and succession planning groups obtained from talent management, according to this Government Regulation. Filling the High Leadership Positions through succession planning aims to carry out planned leadership regeneration from the time a person becomes a State Civil Apparatus and to ensure that State Civil Apparatus' potential is aligned with the execution of their duties. By taking into account the diversity in the agency's agenda, succession planning assists agencies in ensuring the sustainability of future leader preparation through the organization's talent review process.

The principles of human resource development must be followed when implementing the succession of high-ranking positions, namely: 1) Transparency: Information and the process are open to all parties, 2) Accountability: The implementation process can be accounted for, 3) Fairness: Treating individuals fairly and avoiding discrimination, and 4) Independence: Minimizing mistakes and acting objectively in the process.

JPT succession planning can be accomplished technically in the following stages:

1. Determine the key positions required in accordance with the agency's vision, mission, strategy, and objectives;
2. Identify and create competency standards for key positions within the organizational structure;
3. State Civil Apparatus data identification;
4. Conduct an evaluation of candidates for office holders;
5. Implement candidate competency development for office holders;
Implementing and assessing

Succession planning through development activities must be balanced with retention activities, i.e. efforts to retain the best human resources owned by agencies that are critical to the implementation of talent management.

1. The acquisition strategy to carry out the Priority Job Selection (Critical Job Selection) is carried out in the following stages: a) Priority position selection to obtain high-quality candidates is done on a regular basis, unless there are conditions that cause fundamental changes in the organization and changes in direction to Ministries/Institutions; b) Involve all stakeholders in finding the best candidates; and c) provide an effective system for storing, integrating, and accessing the most data from the best candidates.
2. Strategy for Development, which is an effort to conduct in-depth analysis and interpretation of the results of the individual profile assessment of the organization's talent needs, followed by the organization's talent development needs. According to Smilansky (2006:180), there are three types of executive development that can be carried out: a) In-depth Inside Provision, b) Training Program, c) Coaching

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TALENT MANAGEMENT: SUCCESSION OF REGIONAL GOVERNMENT STRATEGIC LEADERSHIP THROUGH TALENT MANAGEMENT

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EXECUTIVE SUMMARY

The application of the merit system mandated by The Law No. 5 Year 2014 concerning State Civil Apparatus (ASN) and Government Regulation No. 11 Year 2017 concerning State Civil Apparatus Management in the scope of regional agencies remains partial. According to The Civil Service Commission' (KASN) survey of 2019 on the application of the merit system on local governments, only 14 percent of regency governments and 22 percent of city governments were categorized as good or very good in implementing merit system-based HR management or talent management. As a result, there was a leadership crisis. One example of failing to implement talent management is the temporary change of Civil Service Apparatus positions, sometimes neglecting qualifications, competence, and performance aspects because they are more influenced by political factors. As a result, a strategy for strengthening talent management in the regions is required to ensure the smooth succession of leadership in the regions. Strengthening talent management in the regions can be accomplished by strengthening the implementation of The Civil Service Commission recommendations, providing technical instruments for monitoring and evaluating apparatus performance, increasing effective coordination across ministries and agencies, and adding indicators for the merit system's application.

Keywords: Strategic Leadership, Local Government, Talent Management, Merit System, Civil Service Commission

INTRODUCTION

Leaders in an organization play a strategic role in achieving goals because they direct and determine policies that will lead to organizational success. Producing a future leader who is reliable and capable of competing in order to face a constantly evolving strategic environment does not happen by itself; agencies must prepare it

by coaching and managing talented State Civil Apparatus (PNS). To ensure the management of talented State Civil Apparatus, Article 51 of The Law No. 5 Year 2014 concerning State Civil Apparatus mandates that State Civil Apparatus management be carried out with a merit system based on qualifications, competence, and performance fairly without distinction of political background, race, colour, religion, origin, gender, marital status, age, or disability. The use of this merit system aims to ensure that positions in the government bureaucracy are occupied by professionals, in the sense of being competent and carrying out tasks in accordance with basic values, the code of ethics, and the code of conduct.

Implementing talent management in government agencies is one strategy to support State Civil Apparatus management based on a merit system. Talent management aims to manage the career continuity of talented employees so that the right employee with the right job and position is always available at the right time. However, the issues that arise in talent management have not been optimally addressed in local government agencies. According to the Civil Service Commission's (KASN) 2019 survey on the application of the merit system on local governments, only 14 percent of regency governments and 22 percent of city governments were categorized as good or very good in implementing merit system-based HR management or talent management. As a result, there was a leadership crisis. One example of talent management non-implementation is the practice of changing State Civil Apparatus positions temporarily or abruptly, and sometimes even ignoring aspects of qualifications, competence, and performance.

The application of talent management, particularly in local government agencies, is still very limited. This is due to, among other things, (1) a lack of leadership commitment to implementing talent management in agencies, (2) a lack of highly talented talent or potential leaders, which will become a serious problem for the agency's future existence, and (3) a lack of agency readiness in preparing talent management. A key issue in implementing talent management in the region

is a lack of leadership commitment, specifically from the Regional Head. Employee placement in regional agencies is also heavily influenced by considerations of interests and the politicization of the bureaucracy in the regions, particularly near the time of the regional election (Pilkada) and after the election, so that talent management based on merit is ignored. If only one of the three critical talent management issues is corrected and improved, for example, regional leaders are fully committed to implementing talent management, the next issue can be addressed immediately.

DISCUSSION

The organization is currently focusing on preparing human resources or talents within the organization to be adaptable and excel in an era of talent competition (talent war). A talent war occurs when each organization competes to acquire and develop the best human resources (talents) capable of carrying out the organization's business strategies and processes in order to ensure the existence and sustainability of the organization's business processes. One of the strategies implemented is talent management in human resource management. The management of human resources in public organizations through talent management is nothing new. Even the government has explicitly provided a legal protection for talent management in The Law No. 5 Year 2014 concerning Civil State Apparatus, mandates that State Civil Apparatus management be carried out with a merit system based on qualifications, competence, and performance fairly without distinction of political background, race, colour, religion, origin, gender, marital status, age, or disability.

Through the implementation of merit system, bureaucracy will be run by job holders who have the qualifications, competencies, and performance in accordance with their positions, allowing them to make a positive contribution to the achievement of organizational goals and carry out public services in various sectors. According to Government Regulation No. 11 Year 2017 concerning State Civil

Apparatus Management, having career management, which consists of planning, development, career patterns, and succession planning groups obtained from talent management, is one of the criteria for the merit system applied in State Civil Apparatus management.

Talent management is a human resource management system that includes the stages of employee acquisition, development, retention, and placement that are prioritized based on the highest potential and performance via an assessment mechanism (The Minister of State Apparatus Empowerment and Bureaucratic Reform: 2020). Talent management is still being implemented in government agencies in a piecemeal fashion. There are agencies that have implemented talent management and have become pilot projects, and there are agencies that have only recently conducted an assessment of the apparatus's human resources in their area (Pratama High Leadership Positions, Administrators, Supervisors, Functional Position Group and General Functional Position). To date, 24 government agencies have been identified as pilot projects for implementing talent management because they already have a very good merit system index, allowing filling positions to be based on a merit system by taking into account the 9 grid boxes resulting from competency mapping. Other government agencies, on the other hand, continue to use an open job selection mechanism to fill strategic or critical positions.

Filling positions in government agencies that have implemented talent management can be done by taking into account the results of the potential and competency mapping (assessment) that was done during the acquisition stage. Apparatus HR officials whose competency mapping results show potential and superior performance are assigned to boxes 7, 8, and 9 (talent pool), which are boxes for the succession planning group (KRS), and are entitled to priority in career and competency development. Meanwhile, agencies that have not implemented talent management continue to fill positions through an open selection mechanism.

Complete strategic positions through open selection (office auctions) in the regions frequently raises community concerns, particularly when it comes to critical jobs, because they are frequently influenced by regional political conditions. This political tendency cannot be separated from the interests of regional leaders or specific groups seeking a political return to secure power. Especially with the delegation of authority through The Law No. 5 Year 2014 concerning Civil State Apparatus, where regional leaders receive a delegation from the President regarding the appointment, transfer, and dismissal of officials other than the main and middle high leadership officials. The high political interest in these positions may pose a threat to the implementation of talent management in the regions, as well as a negative impact on public trust if elected officials are unable to provide excellent public services. This practice of political interest also has a negative impact on regional officials' participation in competitions to fill vacant positions. If this is permitted, there will be vacancies in several positions due to the internal HR apparatus's unwillingness to fill these positions and preferring to "silent" in their current positions or move across government agencies.

The implementation of a merit system whose general rules are contained in the State Civil Apparatus Law has not been properly implemented. As an institution with a special mandate to encourage the implementation of the merit system, the Civil Service Commission conducted a mapping to determine the extent to which the merit system has been implemented in each government agency. Based on the assessment and the attached evidence, an in-depth verification was performed based on the mapping results. The results of this verification serve as the foundation for KASN to determine values and recommendations for each agency's application of the merit system. This is where the critical point is, namely the implementation of KASN's recommendations. There is no guarantee that Civil Service Commission recommendations will be implemented, and there are no strict sanctions against government agencies, particularly local governments, if they do not implement the recommendations. As a result, the Civil Service Commission recommendations only

stop at evaluating the merit system's implementation, and the majority of these recommendations are not followed up on at the recommendation implementation stage, which is an effort to improve the merit system's implementation.

In addition to the less strategic KASN recommendations, the weak merit system implementation is due to several derivative regulations that have not comprehensively supported the achievement of a merit system based on talent management in several aspects. Government Regulation No. 30 Year 2019 concerning State Civil Apparatus' Performance Assessment is one of the derivative rules, which is mandated by Article 78 of the State Civil Apparatus Law. The following are critical assessments of government regulations:

- a. Article 27 has not been carried out effectively in terms of performance monitoring to ensure that there are no delays and/or deviations at least 1 (one) time per semester. This is essential so that if there is a delay or deviation, the cause can be quickly identified and attempted to be overcome, and the process can be accelerated so that the goals and objectives can be met as originally planned.
- b. Article 52, which deals with annual performance evaluations, has so far been ineffective, resulting in the absence of a State Civil Apparatus performance profile in the relevant agencies. The existence of a State Civil Apparatus performance profile based on ranking can be used to determine the priority of competency development and career development.
- c. Article 53, which deals with performance awards, has not been used to determine the priority of the succession plan group program (talent pool). Despite the fact that it has been determined that the indicator is that State Civil Apparatus who have received performance appraisals with the predicate of "very good" for two (two) years in a row can be included in the succession plan group program at the agency in question.

- d. Articles 56, 57, and 58 concerning sanctions have also not been implemented in accordance with applicable regulations, namely that high leadership officials, administrative officials, and functional officials may face administrative sanctions up to dismissal if they fail to meet performance targets.

In addition to Government Regulation No. 30 Year 2019 on PNS Performance Assessment, the Government has also issued Regulation of the Minister for State Apparatus Empowerment and Bureaucratic Reform No. 30 Year 2020 on Talent Management of Civil State Apparatus. This policy is mandated by Article 51 of the State Civil Apparatus Law and Article 134 paragraph (2) letter d of Government Regulation No. 11 Year 2017 on State Civil Apparatus Management. The regulation has explained in technical and detailed terms how to implement talent management, which includes the stages of acquiring, developing, retaining, and placing talents who are prioritized for target positions. However, a critical assessment is that the regulation lacks coercive power in the regions, making it weak in terms of implementation. It has been demonstrated that only 18 district governments and 5 city governments have assessed the application of the merit system through the SIPINTER application, out of 27 city governments and 76 district governments. According to these findings, the implementation of talent management in the regions has received less serious attention.

When considering other regulations that may have an impact on the effectiveness of the merit system's implementation, it is also necessary to consider the existence of The Law No. 23 Year 2014 concerning Regional Government. The law serves as a guideline for the administration of regional government, mandating several articles that can serve as the legal foundation for the implementation of a merit system as one of the indicators of regional governance. This is found in Articles 74, which deals with reports on regional government implementation, and 383, which deals with the development and supervision of regional government

administration. To describe the two articles, Government Regulation No. 13 Year 2019 concerning Reports and Evaluation of Regional Government Implementation and Government Regulation No. 12 Year 2017 concerning Guidance and Supervision of Regional Government Implementation are stipulated.

Articles 3 and 10 of Government Regulation No. 12 Year 2017 concerning the Guidance and Supervision of Regional Government Administration mandate the following guidance and supervision:

- a. Government Affairs Division
- b. Institutions in the region
- c. Regional apparatus staffing
- d. Regional Finance
- e. Regional Growth
- f. Regional government services
- g. Regional collaboration
- h. Regional Policy
- i. Regional leaders and Regional House of Representatives (DPRD)

Whereas it is stated in Article 4, Government Regulation No. 13 Year 2019 concerning Reports and Evaluation of Regional Government Implementation that the Regional Government Implementation Report (LPPD) has a scope, namely the achievement of regional government administration performance and the achievement of co-administration tasks. The Minister of Home Affairs is then given the mandate, based on the LPPD, to conduct an Evaluation of Regional Government Implementation (EPPD) Article 25, to assess the performance of regional government administration. However, neither of the two government regulations has specifically addressed the implementation of the merit system as one of the criteria/indicators in coaching and monitoring, as well as reports and evaluations of regional government administration. As a result, the Ministry of Home Affairs' role in this matter cannot be carried out optimally.

SOLUTION

In order to find future leaders who are strong, professional, and have integrity, as well as to support the realization of a world-class bureaucracy, a strong strategy and commitment from the political elite and staffing officials at the regional level is required in managing the apparatus's human resources. One of them is the pledge to put into effect Minister Regulation of The Regulation of Minister of State Apparatus Empowerment and Bureaucratic Reform No. 3 Year 2020 on State Civil Apparatus Talent Management. Local governments, as implementing organizations, must build networks through intensive communication with Civil Service Agency, the Ministry of State Apparatus Empowerment and Bureaucratic Reform, the Ministry of Home Affairs, and LAN-RI to identify readiness for talent management implementation as well as formulate strategies and milestones that must be carried out in strengthening talent management implementation in every local government with political environment characteristics.

RECOMMENDATION

Local governments must take four strategic steps to prepare the Succession Planning Group in search of future leaders who are strong, professional, and have integrity, namely:

- a. Strengthening The Civil Service Commission, particularly guarantees for the implementation of The Civil Service Commission recommendations on talent management implementation in the regions. The goal is to encourage and support government agencies in improving the implementation of their merit system. (Policy Recommendation/PR1)
- b. The availability of technical tools for implementing performance monitoring, performance rating, performance awards, and the imposition of sanctions on State Civil Apparatus who fail to meet performance targets. This is done to improve performance and create a more productive workplace culture. (PR2)

- c. There is effective coordination across ministries and other agencies in supervising and promoting the merit system's implementation in the regions. The integration of coordination between The Civil Service Commission, the Ministry of State Apparatus Empowerment and Bureaucratic Reform, and the Ministry of Home Affairs is the foundation for strengthening regulatory implementation, particularly in order to achieve merit system implementation. (PR3)
- d. There are additional indicators for the use of the merit system in fostering, monitoring, reporting, and evaluating regional government implementation. The goal is for local government agencies to provide budgetary assistance in the development of merit-based talent management. (RK4).

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REGULATIONS

- The Law No. 5 Year 2014 concerning State Civil Apparatus
- The Law No. 23 Year 2014 concerning Regional Government
- Government Regulation No. 11 Year 2017 concerning Management of Civil Servants
- Government Regulation No. 12 Year 2017 concerning Guidance and Supervision of Regional Government Administration
- Government Regulation No. 13 Year 2019 concerning Reports and Evaluation of the Implementation of Regional Government

Government Regulation No. 30 Year 2019 concerning Performance Assessment of Civil Servants
Minister of State Apparatus Empowerment and Bureaucratic Reform Regulation No. 3 Year 2020 concerning ASN Talent Management.

ASN UNGGUL TOWARD LEARNING MARKETPLACE

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EXECUTIVE SUMMARY

The presence of the asn-unggul.lan.go.id platform, which was later written as a Learning Management System (LMS) by ASN Unggul in 2019, is the first step in integrating non-traditional competency development programs through e-learning. In line with the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) era and technological disruption as part of the spirit of the Industrial Revolution 4.0, the means and methods of developing competence must also adapt to the times' needs and developments. Various Civil State Apparatus, both at the center and in the regions, have different competency development needs based on the organization's characteristics, core business, and business processes. In order to achieve competent and professional Civil State Apparatus, the current provisions require at least 20 hours of lesson (JP) per ASN per year for competency development activities. To meet the competency development targets for the various Civil State Apparatus, an agile and effective system that can accommodate these varying demands is required. The current ASN Unggul platform must be transformed into a learning marketplace application in order to meet the needs of ASN competency development activities on a national scale. ASN Unggul infrastructure in the form of a Cloud Service Provider that allows for the storage and management of very large amounts of data is required. Furthermore, ASN Unggul management must be integrated with State Civil Apparatus Corporate University (ASN CorpU) to create a unified and integrated holistic system. With ASN Unggul's position as a Learning Marketplace and the support of a qualified infrastructure and good governance, ASN Unggul will become a non-traditional learning platform through e-learning that is dependable, effective, efficient, user friendly, easily accessible, and becomes an integrative part. At the national level, human resource management is in charge of the apparatus.

Keywords: ASN competency development, non-traditional, e-learning, ASN Unggul, Learning Management System, Cloud Service Provider, Learning Marketplace

INTRODUCTION

The Indonesian State Civil Apparatus is currently operating in a VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) and technology disruption era. Change is very fast, unpredictable, and influenced by many factors that are difficult to control, so bureaucracy must also be more agile at a faster pace. To meet this challenge, State Civil Apparatus must be equipped with the necessary competencies in order to adapt to changing needs and developments.

The launch of asn-unggul.lan.go.id in 2019 at the National Institute of Public Administration (LAN-RI) is envisioned as a Learning Management System (LMS) and is a step toward integrating non-traditional competency development through e-learning (online) in a single application platform. ASN Unggul's existence is very strategic and plays a significant role in optimizing State Civil Apparatus training, particularly during the recovery period and process from the Covid-19 pandemic, where in previous years almost all types of training were performed classically (offline). ASN Unggul is currently a platform that serves all types of online training (online) provided by The National Institute of Public Administration, including leadership training, technical training, functional training, socio-cultural training, and basic training.

Throughout 2020, 23 types of training were conducted with the assistance of the ASN UNGGUL platform, with a total of 4,923 participants taking part in 131 training forces. The expansion of services is also significant. According to data as of June 18, 2021, there are 36 types of training, with a total of 4,923 participants taking part in 183 training batches. The protracted Covid-19 pandemic, as well as the demands for the future (new normal), require superiors to further improve the sophistication of services, updated content, and ease of access.

Description of the Issue

Because of the diverse of State Civil Apparatus and the geographical conditions, conventional or classical training is expensive. Aside from being expensive, traditional training has other limitations, such as limited space and time, the capability and capacity of existing training institutions, budget availability, human resource readiness, and so on. As a result, non-traditional training plays an important role as a low-cost, broad-coverage, and massive account training. Several central government agencies, including the Ministry of Finance, the Ministry of Education and Culture, the Ministry of Research and Technology, the Ministry of Health, the Ministry of Public Works and Housing, and other Ministries or Institutions, as well as local governments such as West Java, Central Java, and East Java, and other local governments, have built a Learning Management System (LMS) independently at their respective Human Resource Development Agency as a platform to run non-traditional trainings. The development of this platform responds to the demand for urgent State Civil Apparatus competency development needs, as well as budget availability. Many agencies, both central and regional, do not, however, have an LMS platform. As a result, as a solution to the inequality of digital access for the development of State Civil Apparatus competence in central and local government agencies that do not yet have an LMS platform, a synergy between the LMS built by LAN-RI and other existing LMS besides the LAN-RI LMS is required, so that infrastructure development for competency development is carried out comprehensively. Non-classical in the future to be centralized, single access, effective and efficient in terms of development, implementation, monitoring and evaluation and maintenance

On the other hand, today's workplace, both in the public and private sectors, is multigenerational rather than dominated by a single generation. Latip (2020) discovered that technology, information, and communication (ICT) literacy is influenced by the generation and age of technology users, with the younger

generation managing technology more easily than the older generation. 1. According to Fozahard and Wahl (2012), those in the baby boomer generation who are not accustomed to technology will find it difficult to accept various types of technology. 2. Baby boomers are accustomed to traditional training in which trainees and instructors interact face-to-face. With the wide range of ASN ages who use the LMS ASN Unggul platform, this is a problem that must be addressed.

DISCUSSION

According to Civil Service Agency (BKN) data (2020), the total No. of State Civil Apparatus in Indonesia in 2020 is 4,121,176 ASN employees. Meanwhile, not all State Civil Apparatus have the right to continuous and sustainable professional development. Government Regulation No. 11 Year 2017 concerning State Civil Apparatus Management regulates the right to develop competence of every State Civil Apparatus at least 20 hours of lessons per year.

One of the efforts to realize a merit system is the development of State Civil Apparatus competencies. According to Government Regulation No. 11 Year 2017, Article 134 paragraph 2 letter g, one of the criteria for the merit system in the appointment of JPT is planning and providing competency development opportunities based on performance assessment results.

Furthermore, the importance of State Civil Apparatus Talent Development as part of the national talent management system is stated in The Regulation of Minister of State Apparatus Empowerment and Bureaucratic Reform No. 3 Year 2020 concerning State Civil Apparatus Talent Management. A non-traditional competency development platform is one of the supporting facilities for the development of State Civil Apparatus talents (LMS). The availability of a dependable LMS platform will make the learning process and knowledge transfer more effective and efficient, allowing for the acceleration of national talent preparation. while referring to the aspects of competence required in talent management, namely

managerial, socio-cultural, and technical competencies required by applicable regulations.

Technically, the mandate for developing State Civil Apparatus competencies in Government Regulation No. 11 Year 2017 concerning Civil Service Management has been regulated in State Administration Agency Regulation No. 10 Year 2018 concerning Competency Development. The reference mentions both classical and non-classical forms of competency development. However, more detailed provisions regarding the implementation of non-traditional competency development through e-learning (specific LMS) must still be researched and elaborated.

ASN Unggul (asn-unggul.lan.go.id) as an LMS was born in 2019 and began to be widely used in 2020. ASN Unggul, as a new platform, requires comprehensive and systematic development, as well as proper governance to provide support, particularly in terms of fulfilling the rights of State Civil Apparatus for the development of their competencies, such as how to access menus and facilities, as well as more in-depth system settings. ASN Unggul is expected to evolve into a learning marketplace in the future, where all ASN can select existing "training products" that meet their respective competency development needs.

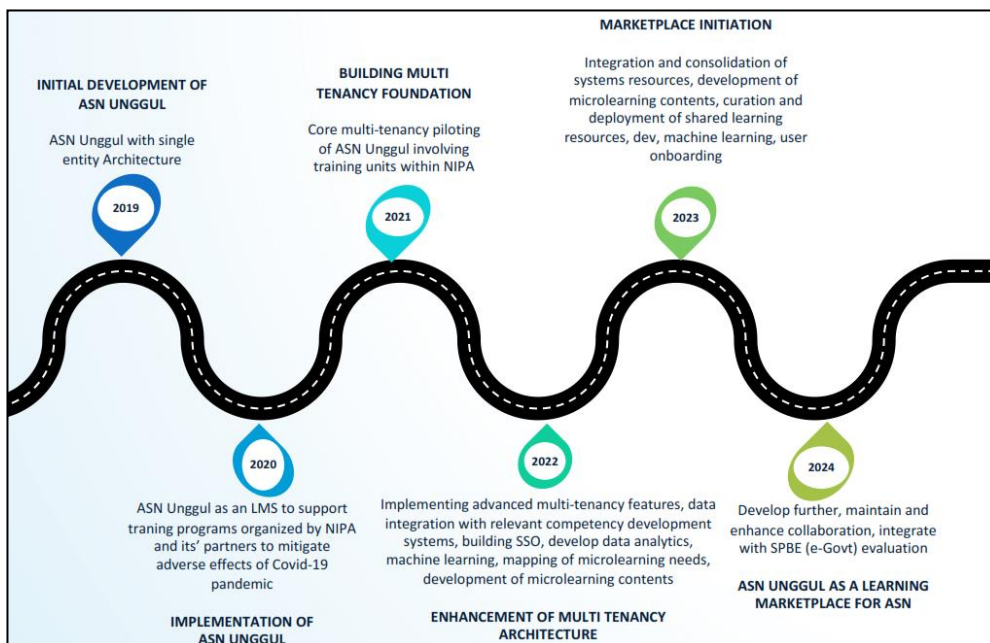
RECOMMENDATION

In order to realize ASN Unggul as the primary tool for LMS in meeting the needs of national State Civil Apparatus competency development, several factors must be considered, including infrastructure, system transformation, and system governance. Because the development of State Civil Apparatus competence is the responsibility of every employee, not just the unit or institution in charge of competency development. It is hoped that with the availability of a dependable, accessible, and user-friendly LMS infrastructure, 4,121,176 State Civil Apparatus throughout Indonesia will be able to participate in MOOC (Massive Open Online

Course) learning on various micro learnings that are relevant to their needs in supporting organizational performance. As a result, the following concrete steps must be taken:

1. ASN Unggul infrastructure in the form of a Cloud Service Provider must be developed to facilitate the openness of mutual contributions and benefits between various elements in the learning system. Cloud service providers enable the storage and management of massive amounts of data. As a result, ASN Unggul infrastructure requires the support of government agencies (ministries) that are authorized to provide storage space as well as large system access capabilities.
2. The ASN Unggul system is transformed using a learning marketplace model, so that the LMS system can become an easily accessible learning platform or media for all Civil State Apparatus. With the learning marketplace model, training institutions will collaborate to accelerate content from training and learning. The learning marketplace model is realized by developing a multi-tenancy-based architecture for ASN Superior as a prerequisite for becoming an integrated national LMS platform for competency development of Indonesian State Civil Apparatus. This model will enable training institutions to develop training through sub-LMS that is still incorporated in ASN Unggul, and the databases can be linked to each other. Furthermore, State Civil Apparatus as a user can freely enter training from any ASN Unggul sub-LMS if this system is equipped with Single Sign On (SSO), a one-door integrated system that connects each of its sub-LMS. The following figure depicts a significant milestone in the development of ASN Unggul:

Picture 1. Milestones for Developing Excellent ASN into LMS Marketplace



3. The governance of ASN Unggul cannot be left to a single agency. This is due to the learning marketplace model's emphasis on each training institution managing its own sub-LMS. Not only in terms of content, but also in terms of managing the display of sub-LMS. In terms of governance, this can be accomplished through the State Civil Apparatus Corporate University (ASN CorpU) model, which was pioneered by LAN-RI. The ASN CorpU's main management system (ASN Unggul) and other special training can be carried out by the ASN CorpU's main management. Meanwhile, each sub-LMS can be managed by training institutions known as ASN CorpU Agencies (ASN Corpi).

ASN Unggul is expected to be able to become an agile distance learning platform that meets various training needs, responds to the challenges of easy access to learning, and is able to become an integrative part of human resource

management of the apparatus at the national level due to its position as a Learning Marketplace, qualified infrastructure, and good governance.

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REGULATIONS

- Government Regulation No. 11 Year 2017 concerning Management of Civil Servants
- Presidential Regulation No. 2018 concerning Electronic-Based Government Systems
- The Regulation of Minister of State Apparatus Empowerment and Bureaucratic Reform No. 3 Year 2020 concerning ASN Talent Management
- Regulation of National Institute of Public Administration No. 10 Year 2018 concerning Competency Development.

Authors' Profile

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During his undergraduate studies, he and his colleagues succeeded in participating and obtaining funding for the Student Creativity Program organized by the Higher Education. In addition, he is also active in various organizations such as the Islamic Student Association, starting from the Head of the Jatinangor HMI Branch to the HMI Executive Board, and is active as a deputy treasurer at KNPI DPD Sumedang. His areas of interest are Politics/Government, ASN Management, Education, Leadership, Public Policy, Competence Development, E-Gov and popular culture. If you want to discuss with him, he is very open, send an email to goeroeh.mkhadafi@gmail.com



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POLICY BRIEF THE FUTURE LEADERS

The Future Leader is like a loyal friend in welcoming change. This book presents the thoughts from policy experts in The National Institute of Public Administration (LAN RI) which is compiled in the form of a Policy Brief. The Policy Brief is written in a concise, rational manner and offers practical recommendations that suit the needs of policy makers. The language used is simple, but catchy.

The topics discussed in this book range from Cadre Schools, State Civil Apparatus Corporate University, to the Learning Management System (LMS) of ASN UNGGUL platform. Anyone who wants to embrace changes by adopting evidence-based policies will be left behind if they don't read this book.

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