



Formal Education Development Reform of State Civil Apparatus

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Abstract

Indonesia has an increasing public demand for bureaucratic reform in developing state civil apparatus. When viewed from the aspect of Human Resources (HR) of the apparatus, the expected results in the framework of bureaucratic reform through development through the provision of compensation for study assignments to S1, S2, and S3 are expected to create an HR apparatus with integrity, neutral, competent, capable, professional, high performance and prosperous. Meanwhile, from the aspect of organization and management, bureaucratic reform is expected to create institutions with the proper function and size where systems, processes, and procedures are clear, effective, and efficient and meet the principles of good governance. To provide excellent service according to the expectations and needs of the Indonesian people. The results of this study produce a constructive model and implement a strategy for managing ASN development by compensating formal education study assignments to S1, S2, and S3 state civil apparatus in the Riau Province Regional Government. The constructive model in question is Pre-condition strategic planning, Formulation of strategic plans, Strategic implementation, Measuring the level of success, and measuring the benefits and impact of an ASN formal education development program through assignments and study permits.

INTRODUCTION

The development of bureaucratic reform in Europe and reform in Indonesia in 1997 has given fresh air to the Indonesian nation. One of the pillars of democracy and bureaucratic reform demands to create good governance (Hamim & Indrastuti, 2019a). The Indonesian government has anticipated rapid global changes by implementing bureaucratic reform by the mandate of Presidential Regulation 81 of 2010 concerning the Grand Design of Bureaucratic Reform 2010-2025 to increase the competence, capacity, capability, and professionalism of the State Civil Apparatus (Hamim & Indrastuti, 2019b). The goal of bureaucratic reform is to create a professional government bureaucracy that has integrity, high performance, is free and clean from collusion, corruption, and nepotism, can serve the public, is neutral, prosperous, dedicated, and upholds the fundamental values and code of ethics of the state civil apparatus.

The Minister of Administrative Reform and Bureaucratic Reform issued a Circular Letter of the Minister of Administrative Reform and Bureaucratic Reform Number 28 of 2021 concerning Competency

Development for Civil Servants through the Education Pathway on December 29, 2021. This Circular Letter was issued to support the transformation of the human resources of the apparatus through accelerating the capacity building of competency-based Civil Servants carried out through the education route in the form of learning assignments which are carried out selectively, objectively, efficiently, accountably, and transparently, as well as considering the state's financial capacity. This SE was prepared based on Law Number 5 of 2014 concerning State Civil Apparatus (Handika & Hamim, 2019a) and Government Regulation Number 17 of 2020, which regulates several provisions relating to developing civil servant competencies. Competency development for civil servants aims to reduce the gap between competency standards and job requirements and the competence of civil servants who will fill positions to meet the needs of personnel who have specific expertise or competence in the context of carrying out tasks and functions, organizational development.

The Riau Province Regional Civil Service Agency is a supporting element of regional government in the field of



civil service. Various regulations on civil servants have been issued by the Riau Provincial Government (Adnan & Hamim, 2019a, 2019b; Hamim & Indrastuti, 2019c; Handika & Hamim, 2019b; Nurman et al., 2022a). In line with the development of science and technology. In an effort to realize a democratic government system with the principles of good governance, the Riau Provincial Government has formulated a Strategic Plan for the Riau Province Regional Civil Service Agency. With the Apparatus Development and Development Program on formal education activities providing study task scholarships. In 2022 (Hamim et al., 2020) the formal education level of ASN in the Riau Province Regional Staffing Agency amounted to 122 people, consisting of 37 people with Masters (S2) education, 68 people with Bachelor (S1). Academy (D.II and D.III) 64 people, high school 12 people, and junior high school 1 person. Although there are quite a lot of people with bachelor's and master's degrees, half of the existing number have not yet graduated. Apart from that, the development of ASN which has been by providing Functional Training, Technical Training, Leadership Training (Cahaya et al., 2022; Mustafa et al., 2020) has not had a significant effect on competence and professionalism.

The significance of this research is the increasing public demand for bureaucratic reform in state civil apparatus development. When viewed from the aspect of Human Resources, the expected results in the framework of bureaucratic reform through development through the provision of compensation for study assignments to S1, S2, and S3 are expected to create human resources with integrity, neutral, competent, capable, professional, high-performing and prosperous. Meanwhile, from the aspect of organization and management, bureaucratic reform is expected to create institutions with the proper function and size where systems, processes, and procedures are clear, effective, efficient, and meet the principles of good governance. To be able to provide excellent service according to the expectations and needs of the Indonesian people. The research problem is that the civil servant's development strategy with programs and activities for compensating formal education study assignments to S1, S2, and S3 at the Riau Province Regional Staffing Agency indicates that it is not well planned, especially in carrying out an analysis of the needs for formal S1, S2 and S3 education based on position analysis, position maps and position gap analysis. Apart from that, the procedure for obtaining study assignments must be

clarified. Those interested in continuing their formal education must pay their way if they do not get a learning assignment.

METHOD

Research Approach and Design

This involves detailed, in-depth analysis of specific instances where education reform has been implemented within government departments. Each case study will be selected to represent different aspects of the reform process, allowing for a comprehensive understanding of the subject. Focuses on the personal stories and experiences of individuals involved in the reform. This approach helps in understanding the reform's impact on individuals and how they interpret and make sense of these changes.

Participant Selection

Select participants who have direct experience or involvement with the education reform. This might include senior policymakers, frontline educators, and civil servants who have undergone new training programs. Ensures a wide range of perspectives by including participants from different governmental levels (local, regional, national), various departments, and with different levels of experience and roles.

Data Collection Methods

Semi-structured interviews allow for flexibility in exploring the interviewee's experiences and perceptions while ensuring that all relevant topics are covered. Facilitate discussions among groups of civil servants to explore collective perceptions and group dynamics related to the reform. Examine official documents, including policy papers, reform outlines, training materials, and internal reports, to understand the intended goals and structures of the reform.

Data Analysis

Identify significant themes across the data, looking for patterns in how participants discuss and understand the reform. Use a systematic approach to categorize the data, initially using broad codes which are then refined into more specific ones as patterns emerge.

Ethical Considerations

Clearly explain the study's purpose, procedures, potential risks, and benefits to participants, ensuring they



understand their participation is voluntary and they can withdraw at any time. Implement measures to protect the identity and privacy of participants, using pseudonyms and ensuring data is securely stored.

Reporting and Presentation of Findings

Provide detailed accounts of the settings, actions, and perspectives observed, enhancing the depth and context of the findings. Develop detailed narratives of specific instances of reform, providing insights into the complexities and nuances of each case.

Quality and Credibility

Cross-validate findings through different methods (interviews, focus groups, document analysis) to enhance the study's credibility. Share preliminary findings with participants, allowing them to verify the accuracy and resonance of the reported experiences and perspectives.

Limitations and Reflexivity

Recognize any limitations in the research scope, such as the selection of case studies or potential biases in participant responses. The researcher should continually reflect on their assumptions, biases, and role in the research process, understanding how these factors may influence the study.

RESULT AND DISCUSSION

Formal education plays a crucial role in the career development and competency building of civil servants. It reflects a continuous commitment to professional learning, enhancing individual knowledge and skills, and fortifying the foundation of effective and accountable governance. Below is an in-depth exploration of the importance of formal education for civil servants. Formal education provides a strong foundation in theoretical knowledge, essential for civil servants in executing government tasks (Nurman et al., 2022b; Shin et al., 2022; Tamsah et al., 2021; Umar et al., 2019; Zacharias, Rahawarin, et al., 2021). This knowledge helps them understand legal and administrative frameworks and ensures that decisions are made based on a solid understanding of policies and procedures.

In an ever-changing era, it is vital for civil servants to remain relevant and effective. Formal education prepares them to face changes in technology, regulations, and working methodologies. It enables them to adapt and apply innovations in their daily tasks (Awaluddin A et al.,

2019; Yusriadi, Awaluddin, et al., 2022; Zacharias, Yusriadi, et al., 2021). Formal education programs often include components of leadership and management. This is crucial for civil servants aspiring to leadership positions. They learn skills such as decision-making, conflict management, and effective communication, essential in executing government duties. The knowledge and skills acquired from formal education enable civil servants to improve the quality of services provided to the public. This helps them respond to public needs more efficiently and effectively, thereby increasing public trust in the government. Formal education often is a prerequisite for promotion and career advancement. Civil servants with higher education tend to have better opportunities to occupy higher positions and take on greater responsibilities.

Formal education can increase public trust in civil servants. It demonstrates their dedication to learning and professionalism. The credibility gained through education enhances their ability to interact with other stakeholders. Beyond just enhancing technical skills, formal education also contributes to personal development. Aspects such as work ethics, integrity, and social awareness are strengthened, helping civil servants understand and appreciate their role in society. Formal education instills a culture of lifelong learning among civil servants (Ilyas et al., 2022; Sahabuddin et al., 2019a). This encourages a proactive attitude towards learning and adaptation, important for continuous professional growth.

Through formal education programs, civil servants have the opportunity to collaborate and build networks with colleagues from various fields and departments. This enriches their learning experience and opens opportunities for cross-sectoral collaboration. Formal education equips civil servants with the ability to understand and apply research and data analysis in decision-making. This is crucial in developing effective and evidence-based policies, ultimately enhancing the efficiency of governance (Gani et al., 2019; Sahabuddin et al., 2019b).

Formal education for civil servants in Indonesia is a crucial aspect of the government system, aimed at enhancing the quality of public services. This education is designed to equip the state civil apparatus (ASN) with knowledge, skills, and professional attitudes that meet the demands and developments of the times. These programs often include training in specific skills,



improvement of managerial competencies, and development of leadership (Mislia et al., 2021; Tamsah et al., 2020).

The Indonesian government recognizes the importance of formal education in preparing its civil servants to face contemporary challenges. In response, various training and education programs have been developed, managed by government institutions such as the National Institute of Public Administration (LAN) and others (Yusriadi, Farida, et al., 2019; Yusriadi, Sahid, et al., 2019; Yusriadi, Makkulawu Panyiwi Kessi, et al., 2022). These programs are designed to improve the technical and administrative abilities of civil servants, as well as to strengthen their capacity to serve the public.

A key aspect of formal education for civil servants in Indonesia is its emphasis on ethics and integrity. Given the crucial role of ASNs in public service, it's important for them to be not only technically competent but also to possess integrity and commitment to ethical values. Therefore, the curriculum often includes material on good governance and anti-corruption (Ahdan et al., 2019; Sahid et al., 2020).

Additionally, formal education for ASNs also aims to encourage innovation and creative thinking. In an era of rapid globalization and digitalization, civil servants face challenges in adapting to new technologies and more efficient working methods. Education and training programs are designed to enhance the digital skills of civil servants and encourage them to find innovative solutions in problem-solving (Yusriadi et al., 2020, 2023).

Formal education for civil servants in Indonesia is also often integrated with the career system. Completion of certain training programs is frequently a prerequisite for promotion or assignment to specific positions. This creates an incentive for civil servants to continually learn and develop throughout their careers. Overall, formal education for civil servants in Indonesia plays a significant role in ensuring that ASNs possess the skills, attitudes, and knowledge necessary to effectively serve the public. Through investment in education and training, the government seeks to improve public service standards and ensure that civil servants are prepared to face future challenges (Idris et al., 2022; Ilyas et al., 2021).

Formal education for civil servants in Indonesia faces several complex and multifaceted challenges, reflective of the country's diverse geographic and administrative

landscape. One of the primary challenges is accessibility. Given Indonesia's vastness, civil servants in remote areas often struggle to access quality education and training programs (Ansar et al., 2019; Kasim et al., 2022). The limited infrastructure and resources in these areas make it difficult to implement effective educational programs. Another challenge is the relevance of the curriculum. Sometimes, the curriculum used in formal education programs for civil servants does not fully align with the practical needs and challenges faced in the field. This can lead to a gap between what is taught in education programs and the skills actually needed in day-to-day work (Nellyanti et al., 2021; Zamad et al., 2021). The quality of instructors and training materials also presents an issue. In some cases, there is a shortage of instructors with relevant expertise and practical experience. This can reduce the effectiveness of education and training programs and hinder the development of civil servants' competencies.

Budget constraints are another significant barrier. Limited funding for civil servants' education and training can affect the quality and frequency of programs offered. This often results in inadequately resourced training in terms of both materials and infrastructure. Civil servants' engagement in formal education is sometimes hindered by high workloads. Many civil servants find it challenging to find time to participate in education and training programs due to their day-to-day job demands. This poses a challenge in balancing work and learning. Another issue is resistance to change and adapting to new methods. Some civil servants may be reluctant to adopt new methods or technologies taught in education programs, especially those who have been working in traditional ways for a long time. Thus, while formal education is vital for the development of civil servants in Indonesia, there are various obstacles that need to be overcome for education and training programs to be effective, efficient, and relevant to the needs of public service (Jufri et al., 2021; Triono et al., 2021). Addressing these issues requires a comprehensive approach involving not just the government but also educational institutions, instructors, and, importantly, the civil servants themselves.

Formal education for civil servants has a significantly positive impact on various aspects of governance and public service in Indonesia. One of the most direct impacts is the enhancement of civil servants' competencies and skills. Through formal education, they



acquire relevant knowledge and skills, which helps them perform government tasks more effectively and efficiently. Formal education also contributes to leadership development among civil servants (Arifuddin et al., 2021; Hasmiaty et al., 2021; Wirdawati et al., 2021). Training programs often include leadership modules that prepare employees for strategic positions in the government. This is beneficial not only for individual careers but also for institutional development and strengthening governance.

Additionally, formal education helps reinforce integrity and professional ethics. By emphasizing values such as honesty, transparency, and accountability, formal education helps create a more responsible and trustworthy state apparatus (Sam et al., 2021). This is crucial in building public trust in the government. Formal education also fosters innovation and creative thinking. In today's digital era, civil servants need to keep up with technological advancements and new methods. Formal education provides them with the tools and knowledge to implement innovative solutions in their work, which can improve the quality of public services (Harisman et al., 2021).

Another impact of formal education is the overall improvement in organizational performance. Educated civil servants tend to be more productive and effective in their work. This not only enhances individual work outcomes but also contributes to the broader achievement of organizational goals (Prakoso et al., 2021). Formal education also aids in the formation of professional networks. Civil servants often interact with peers from different regions and agencies during educational programs, opening opportunities for cross-sectoral collaboration and sharing of best practices.

Lastly, formal education plays a role in preparing civil servants for adaptation and change. In an ever-changing world, civil servants who continually learn and adapt are better equipped to face new challenges and ensure that the government remains responsive to the needs of society (Arfan et al., 2021; Fauzi et al., 2021; Kusiani et al., 2021). Overall, formal education for civil servants in Indonesia is crucial in strengthening the capacity of government institutions, enhancing the quality of public services, and ensuring that civil servants continue to evolve in line with the developments of the times and technology.

CONCLUSION

In conclusion, formal education for civil servants in Indonesia is an indispensable component in enhancing the efficacy and integrity of public administration. It serves as a foundational tool for elevating the skills, knowledge, and competencies of civil servants, thereby enabling them to perform their duties with greater efficiency and effectiveness. Through such education, civil servants are better equipped to navigate the challenges of modern governance, adapting to technological advancements and evolving public expectations. The emphasis on leadership development, ethics, and professional integrity within these educational programs is particularly significant in fostering a culture of accountability and transparency in public service. Moreover, the focus on innovation and creativity prepares civil servants to contribute actively to the improvement and modernization of public services, ensuring they remain relevant and responsive to societal needs. Furthermore, formal education plays a critical role in organizational development, enhancing overall performance, and fostering professional networking among civil servants. This not only benefits individual career growth but also contributes to building a more collaborative and efficient public service sector. In essence, the commitment to ongoing formal education for civil servants underscores Indonesia's dedication to nurturing a skilled, ethical, and dynamic public workforce, capable of driving positive change and maintaining public trust. This approach is vital for the continued progression and responsiveness of the country's public sector, aligning it with the rapidly evolving global landscape.

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