



AT-TURATS

P-ISSN: [1978-418x](#) | E-ISSN: [2502-8359](#)

Homepage: <https://jurnaliainpontianak.or.id/index.php/atturats/>



POLICY ANALYSIS OF COMPETENCE DEVELOPMENT OF CIVIL SERVANTS THROUGH EDUCATION

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ABSTRACT

The development of the competence of civil servants (PNS) is guaranteed in Law Number 5 of 2014. Technically this policy is regulated in the Circular Letter of the Minister of Administrative Reform and Bureaucratic Reform (MENPAN RB) Number 28 of 2021. This policy is a general policy, giving rise to challenges in its implementation for Ministries, Institutions, Local Governments (K/L/D), civil servants, and the State Civil Service Agency (BKN) or Menpan RB as regulators and implementers of education policies for civil servants. This research is a public policy analysis process, the analysis is carried out qualitatively with a scenario writing approach. The author is of the opinion that the existing policies still have aspects that need to be clarified by regulators, both Menpan RB and BKN and at the same time translated by K/L/D in their operational policies. Policy formulation offered: Strict acknowledgment of education for civil servants who completed their education before 1 year to become civil servants because they studied before being civil servants. The assignment of study assignments must be in line with the Human Resource Development Program and be carefully formulated, trimming the bureaucratic path for determining study assignments by integrating the release of temporary positions, and determining study assignment allowances for state lecturers. available data on legality and accreditation of study programs that can be chosen by civil servants. the accessibility of accredited study programs can be expanded by the availability of valid distance classes or weekend classes and temporary transfer of civil servants to other work units close to the study location. A measured period of study is required followed by a tightening of obligations. a policy from BKN or Menpan RB is needed regarding the model, time frame, and

implementation of the re-entry program. The opportunity for recognition of PNS Degrees/Education Improvement is formulated by BKN to ensure legal certainty for the recognition of PNS titles. Expected implications Competence increases and legal certainty is met.

Keywords: Competence, Civil Servant, Policy Analysis, Policy Formulation, Education.

INTRODUCTION

Competency development is one of the main rights guaranteed in Law Number 5 of 2014 (Law 5/2014) (Law Number 5 of 2014 concerning State Civil Apparatus, 2014) concerning State Civil Apparatus (ASN). Furthermore, competency development is regulated in more detail in Government Regulation Number 11 of 2017 (PP 11/2017) as amended by (jo) Government Regulation Number 17 of 2020 (PP 17/2020) (Government Regulation Number 11 concerning Management of Civil Servants, 2017; Government Regulation Number 17 of 2020 concerning Amendments to Government Regulation Number 11 of 2007 concerning Management of Civil Servants, 2020). Competency development methods that can be carried out are through education and training, seminars, courses, and upgrading. Competence development can also be pursued using exchanges between Civil Servants (PNS) and private employees which can be carried out for a maximum of 1 (one) year, through the coordination of LAN and BKN in its implementation.

The development of civil servants' competence is a central issue today, in the new paradigm to realize the face of a bureaucracy that is increasingly adaptive to the changes and developments of the times as well as the dynamics of community needs as users of government services (customers). Under these conditions, Circular Letter of the Minister of Administrative Reform and Bureaucratic Reform Number 28 of 2021 (SE MenpanRB 28/2021) was born (Circular Letter Number 28 of 2021 concerning Competence Development of Civil Servants Through Education, 2021). Competency development through education according to the Head of the Bureau of HR, Organization, and Law of the Ministry of PANRB Sri Rejeki Nawangsasih aims to reduce the disparity in competency standards and/or job requirements with the competencies of civil servants who will occupy positions (nan/HUMAS MENPANRB, 2022). The competence of civil servants will produce one of the main behaviors (core values of ASN) which has been proclaimed and launched by the President of the Republic of Indonesia on 27 July 2021 and become work behavior with behavioral outputs which include the ability to increase self-competence as an adaptation to challenges that are always dynamic, able to help others to learn and be able to carry out the tasks carried out with the best quality (Circular Letter of the Minister of State Apparatus Empowerment Number 20 of 2021 concerning Implementation of Core Values and Employer Branding of State Civil Apparatus, 2022).

SE Menpan RB 28/2021 as a new order in developing civil servant competencies through education, has a lot of flexible space in its rules. This flexibility will certainly

be a challenge for all stakeholders such as the State Civil Service Agency (BKN) as a regulator and implementer of HR management policies, the Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek) as a higher education regulator, as well as Ministries/Institutions/Local governments. as civil servant users who will assign their employees to study, including civil servants themselves as actors in developing competence through education.

This research is important and needs to be carried out to analyze aspects of the SE Menpan RB 28/2021 which due to the level of flexibility will be an opportunity as well as a challenge that will be faced by stakeholders in its implementation. The analysis becomes interesting to do; because regulations that are still regulating policies in general often lead to multiple interpretations in their application. Similar research has not been found that specifically analyzes the application of SE Menpan RB 28/2021 as a public policy. On the other hand, the newly enacted regulations are also interesting to study to find out whether the regulations can answer the needs or obstacles in the field. To combine the above, this research will analyze crucial aspects that still have a wide range of interpretations or need to be adapted to other conditions and regulations governing general aspects regulated in the SE Menpan RB 28/2021 as follows:

1. Requirements and Determination of Learning Tasks.
2. Requirements for Education Providers and Study Programs.
3. Funding, Self-financing Study Tasks, Term, and Extension of Study Tasks.
4. Position, Rights and Obligations, Cancellation, Monitoring, and Evaluation of PNS Learning Tasks.
5. Inclusion of Degree/Education Improvement.

Analysis of the crucial matters above is carried out by confirming/comparing the relevant regulations and empirical data/factual conditions in the field. It is hoped that the results of the analysis and research recommendations will become supporting data in the formulation of learning assignment policies for Civil Servants in Ministries, Institutions, and Local Governments (K/L/D) considering that SE Menpan RB 28/2021 is an “upstream” rule that is general policy and needs to be translated more operationally into K/L/D regulations.

RESEARCH METHOD

The research that the author conducts is a policy analysis process that is very different from policy research. These differences are at least identified from the 5 (five) basic characteristics of policy analysis (Simatupang, 2017). First, as a process of "synthesis" of information; combine various information, including research results, to come up with a coherent conclusion. Second, one of the main sources of information is research results, meaning further processing of research results so that they are ready to be used in decision-making and public policy design. Third, the output is recommendations for decision choices or public policy designs. Fourth, the clients of policy analysis are public policy decision-makers and stakeholders (interest groups). The fifth, analysis focuses on the client (client-oriented), as a consequence of the nature of policy analysis that produces ready-made decision suggestions for specific clients.

The analysis was carried out qualitatively with a scenario writing approach which is a hypothetical process oriented to causal processes and critical decision points (Solichin Abdul Wahab, 1998).

Qualitative research has 2 main objectives, namely to create or describe and explain (to describe and to explain) (Siyoto & Sodik, 2015). The qualitative research method is also a research method that emphasizes aspects of a deep understanding of a problem to draw general conclusions (Moleong, 2014).

The data used is secondary data (library research) which is supported by data on civil servant learning assignments in the Sub-Section of Personnel Organization and Preparation of Regulations for the General Section of the AUAK Bureau of IAIN Pontianak.

RESULT AND DISCUSSION

In developing civil servant competencies, we certainly need to understand in advance what and how competence is defined in civil servant management policies. Based on the general provisions in Article 1 PP 11/2017 jo. PP 17/2020, there are 3 (three) competencies that must be possessed by civil servants and from the three it can be concluded that competence is knowledge, skills, and attitudes/behaviors that can be observed, measured, and developed which include technical competence, managerial competence, and competence socio-cultural. A more detailed explanation of the competency development policy is contained in Articles 203 to 225 (Government Regulation Number 11 Concerning Civil Servant Management, 2017).

Research with the theme of PNS competence and learning assignments has been carried out previously, including (Prasetia, 2019) on ASN Competencies for Improving the Quality of Public Services. Next is the Professional Competence of ASN Employees in Indonesia (Endang, 2019). Subsequent research was conducted by (Suryanto, 2012) to examine the competence and performance or productivity of civil servants. As for research related to learning assignments as part of developing civil servant competencies, including the application of the ASN Study Permit Policy and Study Tasks at the Pekanbaru City Government (Salina et al., 2021). Furthermore (Sulistiana et al., 2009) examined the Implementation of the Policy for Granting Study Permits and Study Tasks for Civil Servants in the Sintang Regency Government, with similar research carried out (Fitriani, 2017) among the interesting research results was the finding of the fact that there were obstacles to policy implementation caused by the incomplete policy of granting study permits in Sintang Regent Regulation Number 1 of 2008 concerning Provisions for Granting Study Permits for Civil Servants within the Sintang Regency Government, which is a derivative of the implementation of the Circular Letter of the Minister of Administrative and Bureaucratic Reform Number 04 of 2013 concerning Provision of Study Tasks and Study Permits for Civil Servants. Recent research conducted includes competency development with the Low-Cost Training model as an adaptation to the pandemic period and bureaucratic reform (Hidayah et al., 2021).

As explained briefly in the introduction, this research is expected to be an input in the formulation of a policy on giving study assignments to Civil Servants set by K/L/D and is new and specific research that has never been done before. Accurate policy formulation inputs are very necessary because SE Menpan RB 28/2021 is an “upstream” rule that regulates general policies and needs to be translated more operationally into K/L/D regulations. SE Menpan RB 28/2021 as part of public policy, is a collective action that is realized through government authority that has legitimacy and is encouraging, inhibiting, prohibiting, or regulating private actions, both individuals and private institutions. As with the nature of public policy, there are two main inherent characteristics. First, it is produced by government institutions or born through procedures that are determined to be government policy. Second, it has the nature of coercing or influencing the private actions of the wider community (the public) (Hogwood & Gunn, 1998).

Policy analysis is an applied social science, its instruments are various techniques and methods to produce important information related to policy. Policy analysis is important to be carried out to know the appropriate model and the cost impact of the policies that are born (Safitri et al., 2021). This is by the opinion of Kerr (1976:17) in Asmad (Asmad, n.d.): ““... , so descriptions of how policies are made can provide us with information that is requisite to making sound decisions on what we ought to be doing when making policies. In other words, a process description is a description of behavior and, as such, cannot itself recommend action; but it can provide information that is essential to coming to careful decisions about how policies ought to be made””.

The opinion states that an overview of how a policy is made can provide us with important information to make the right decision about what to choose when making a policy. That is, process descriptions are behavioral descriptions that, although they cannot automatically recommend an option, can provide important information for making careful decisions when policies are generated. So this research will certainly be very useful for K/L/D in producing operational policies for developing civil servant competencies through education, as stated by the Assistant Deputy for Career Management and Human Resources Talent for the Ministry of PANRB Aba Subagja in an article released by the Ministry of PANRB on 7 December 2020 with the title "Every Government Agency Must Start Designing Learning Task Rules" (del/Humas MENPANRB, 2020).

SE Menpan RB 28/2021 as a substitute for SE Menpan RB 04 the Year 2013 concerning the Granting of Study Tasks and Study Permits for Civil Servants has many shifts compared to the previous guidelines. Based on the author's search of the presentation document of the Deputy for Human Resources of the Ministry of Administrative Reform and Bureaucratic Reform of the Ministry of PAN, it was found that one of the driving factors for the new regulation was the direction of the President and Vice President of the Republic of Indonesia regarding independent learning for ASN which included: ease of access, increasingly varied Learning content, simplification of granting study permits, encourages the intensification of experiential learning compared to formal learning.

With this background, the aura of freedom to learn became very pronounced in the SE Menpan RB 28/2021. Flexibility as a manifestation of independent learning regulated in this SE will be studied so that a clearer empirical picture can be obtained; so that the derived rules for learning tasks created by K/L/D can be more operational and avoid ambiguity which in the end will hinder the essence of development policies. competence through education and recognition of education degrees as the ending expected by civil servants by conducting further studies. The result should be clear and brief. It presents a logical presentation of the data and/or information. A factual description of the data describes what the study found.

1. Requirements and Assignment of Learning Tasks

SE Menpan RB 28/2021 no longer recognizes the dichotomy of learning assignments and study permits, so currently, the development of civil servant competencies through education only recognizes the term learning assignments. Requirements and assignment of learning assignments in general; have set requirements that are easy to understand and measurable. However, the author still sees several aspects that must be considered by K/L/D in preparing derivative regulations:

- a. There are still many civil servants who apply when they are undergoing education at a level above or above the educational qualification requirements required by the position applied for. Meanwhile, in terms of the requirements for submitting study assignments in the SE Menpan RB 28/2021, they have a minimum working period of 1 (one) year since being appointed as a civil servant. By accommodating, the government will get benefits because it only needs to recognize the education concerned, and the competence of civil servants increases without having to be preoccupied with budgeting to fulfill the obligations of developing civil servants' competence which is currently familiar with the term Human Capital Development Program (HCDP) which is regulated in article 205 paragraph (5) (Government Regulation No. 11 Regarding Civil Servant Management, 2017).

In general, questions will inevitably arise, what if the problems that arise will then result in an imbalance between the position and qualifications of the civil servant, for example, a functional skill or implementer of class II or First Expert who should have a minimum education of SMA/Diploma/S1/S2 but then the person concerned already has education at one or more levels (Diploma/S1/S2/S3). To overcome this problem, the solution to the policy formulation that can be chosen is to produce a national policy (Kemenpan RB/BKN) or at least by K/L/D that the recognition of a degree does not automatically affect the position occupied. The adjustment of the level of position or new position must be adjusted to the available formations and the educational qualifications required for the position. With this formulation, the policy that was born fulfills two beneficial aspects at once, namely, the Government gets more competent human resources because it has an education level above the minimum standard, on the other hand, civil servants get legal certainty regarding the recognition of their educational degrees.

The above advantages are very much in line with the application of the merit system in government agencies as a basic need to realize ASN professionalism, support the achievement of bureaucratic reform targets, namely effective and efficient bureaucracy, and serve. Global changes must be anticipated by the Government with the development of human capital to be able to compete at the global level (Nur Khobiburrohma et al., 2020).

- b. Giving learning assignments must be aligned with the Human Capital Development Program (HCDP) is a must so that the competencies possessed by civil servants are in line with the needs of the organization. As stated by the Deputy for Human Resources at the Ministry of PANRB, Alex Denni in the Talkshow Core Values and Employer Branding of ASN Session I, it was stated that the human capital architecture aims to carry out massive ASN transformation (rr/byu/HUMAS MENPANRB, 2021). However, on the other hand, the policy formula will have a counter-productive conflict with the concept of competency development when it is regulated in detail, for example, who can continue their studies in what year, in what study program, and the source of financing used. Caution in policy formulation so as not to get trapped as the author exemplifies above, is important because if you refer to the basic rules regarding HDCP regulated in articles 205 to 209 (Government Regulation No. 11 concerning Management of Civil Servants, 2017), improving education is only wrong. one way to increase the competence of civil servants. So the authorized official (Pyb) at K/L/D only needs to identify the level and type of educational qualification needed to carry out the core business of the organization accompanied by a budget allocation for each fiscal year along with other variants of civil servant competency development instruments that are indeed needed to be further determined by the PPK. as agency HCDP documents. The details of who can continue their studies in what year, in what study program, and the source of financing used should be sufficiently determined by the Pratama High Leadership officials because they know more about the employee specifications by the agency's HCDP documents.
- c. The mechanism for determining learning assignment decisions (SK Tubel), is also an aspect that has the potential to cause problems, especially in Ministries or large institutions that have work units throughout Indonesia. Therefore, the K/L/D in the formulation of their learning assignment policies needs to regulate the distribution of officials who are assigned to study assignments. According to the author's analysis, the assignment of line-up tasks does not need to be centralized to the Middle High Leadership Officer (PPT Madya) who handles the Secretariat of K/L/D. PPK Ministries or large institutions, need to listen to SK Tubel to all other PPT Madya. The positive impact will be felt the speed of the SK Tubel administration determination service can be realized. The choice of policy will not be a problem as long as the HCDP policy has been carried out properly and is supported by good standard operating procedures.

Another advantage aspect, apart from the aspect of accelerating the determination of the SK Tubel, is the need for distribution because the authors found other things that became part of the process of determining the SK Tubel for learning assignments as follows:

- 1) Decision on Temporary Release from office;
- 2) Study Task Allowances for Lecturers at State Universities (PTN) and State Religious Universities (PTKN as regulated by Presidential Decree Number 57 of 1986 (Kepres 57/1986) (Presidential Decree of the Republic of Indonesia Number 57 of 1986 concerning Study Task Allowances for Students) Ordinary Lecturers at Universities Assigned to Participate in Education at Postgraduate Faculties, 1986), and further regulated in the Circular Letter of the Head of the State Civil Service Administration Number: 08/SE/1987 (SE 08/SE/1987) (Circular Letter of the Head of BAKN Number 08/SE/1987 concerning Study Assignment Allowances for Ordinary Lecturers at Universities Assigned to Participate in Education at the Postgraduate Faculty, 1987).

In its implementation, this policy leaves problems because of the long bureaucratic chain. The long chain is as follows: After the determination of the SK Tubel on Learning Tasks which of course can be long, followed by the Determination of Temporary Release from the lecturer position, then a proposal is made to the Ministry in charge of higher education (Kemendikbud Ristek) to determine the Decree of the Study Task Allowance with the approval of the Ministry which handles the empowerment of the apparatus (Kemenpan RB) on the consideration of the agency that handles personnel affairs (BKN). A bureaucratic chain that is very irrational if you look at the spirit of bureaucratic reform that prioritizes speed of service through simplification of structures and administrative lines. From this point of view, the author recommends that a national policy be created that allows for the reform of the government policy of Presidential Decree 57/1986 by unifying the Dismissal clause in office and the study assignment allowance with the SK Tubel. The policy formulation is very rational and accountable; because the budget for the study assignment allowance is in the work unit's DIPA whose figure is the same as the functional allowance occupied by the lecturer before carrying out study assignments and being temporarily relieved from functional positions.

2. Requirements for Education Providers and Study Programs

The implementation of learning tasks based on SE Menpan RB 28/2021 can be carried out at private, state, domestic and foreign universities as well as official universities. What is more flexible in this regulation is the possibility of remote classes, evening classes, and Saturday-Sunday classes being chosen by civil servants as a place to study. Study program accreditation still has to be a concern because it is regulated as at least B or Very Good and at least C or Good as long as there is no B- accredited institution in the area.

From the above provisions, the K/L/D in the guidelines that have been prepared certainly cannot make other standards that must follow the standards in the SE Menpan RB 28/2021. What then becomes a challenge is when determining universities and study programs that have been recognized in the process of determining learning assignments. As a solution for K/L/D and civil servants who will carry out the task of learning the role of the Ministry of Education and Research and Technology as a higher education regulator, it is necessary to prepare a website that can be accessed widely so that data on the legality of universities can be selected by civil servants.

From the author's analysis and the factual conditions in the field, what has great potential to become a constraint for civil servants outside Java is the availability of very Good or B-accredited study programs. The solution that can be done is the role of the Ministry of Education and Research and Technology as a regulator of higher education, expanding the accessibility of remote classes or Saturdays that are legal; so that the problem of the distance between the place of study and the workplace is not an obstacle that will hinder the recognition of the degree in the future because the distance is more than 60 KM. Another solution for K/L/D is to move/move temporarily their employees to a work location that is still one K/L/D close to the location of the university whose study program is included in the HCDP Map.

3. Funding, Self-financing Study Tasks, Term and Extension of Study Tasks

Funding for Learning Tasks in the SE Menpan RB 28/2021 is expanded not only from the APBN, APBD, and other legal and non-binding sources, but it is also possible for independent fees which in the old pattern were known as the study permit mechanism. With this flexibility, the opportunities for K/L/D in the preparation of the HCDP are becoming more varied in terms of funding sources for competency development, especially in the education pathway.

On the other hand, what is new in the SE Menpan RB 28/2021, the period of study assignments is no longer regulated in specific numbers, but is only set within normative limits, namely held for a certain period, based on the normative time of study programs that apply to each university. This provision is, of course, flexible to implement, but it becomes a challenge for K/L/D to translate it into operational rules. The author identifies that the question of how much time will be set in the learning task must be answered so that the following aspects can be accommodated without causing problems:

- a. the maximum limit for completing higher education as regulated in the National Higher Education Standards (SNPT) can be met and not a dropout student (DO);
- b. The ability to complete education according to the sponsor's funding period and the ability to pay with personal funds until the deadline for completion before being considered a failed study assignment and obliged to return the assistance received;
- c. The opportunity to extend study assignments for 1 year or 2 semesters and the main study period does not exceed the maximum period of completion according to the SNPT.

To identify and answer the above, in the first stage the author will use regulations that regulate the normative period of study completion and the period of funding study

from sponsors or donor agencies. To compile this, write referring to the study period based on Article 17 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards of Higher Education, 2020) and the period of assistance based on the Handbook for Registration of Indonesian Education Scholarships (BPI) with the title of 2022 (Kemendikbudristek Education Financing Service Center, 2022). The compilation of the two can be described in the following matrix:

Table 1
Study Period and Funding Study Period (Year)

No	Educational Stage	Normative Period	Funding Period
1	D1	2	
2	D2	3	
4	S1/D4	7	4
5	Profession	3	
6	S2	4	2
7	S3	7	4

Furthermore, based on the supporting data for the 2022 Study Task proposal in the OKPP Sub-Section General Section of the Pontianak IAIN AUAK Bureau, the authors obtained data that the application of normative limits for study completion at universities varied widely. The following data were obtained by the authors:

Table 2
Study Program Period at Higher Education (Year)

No	College	Study program	Normative Period	Document
1	Universitas Muhammadiyah Malang	S3 Doktor Sosiologi	4	Letter Number: B-E.7 d/013/PPs-UMM./1 /2022
2	UIN Sunan Ampel Surabaya	S3 Doktor Studi Islam	7	Letter Number: B-1053/Un.07/11/DIR/PP.00.9/9/2021
3	Universitas Padjadjaran	S3 Ilmu Psikologi	7	Keputusan Rektor Nomor: 555/UN6.RKT/Kep/HK/2020
4	Universitas Islam Negeri (UIN) Syarif Hidayatullah	S3 Doktor Perbankan Syariah	7	Letter Number: B-1971/F8/KM./01.3/ 04/2022
5	Universitas Negeri	S3 Penelitian	7	Letter Number: 113/UN.34.17/KM /2022

No	College	Study program	Normative Period	Document
	Yogyakarta	dan Evaluasi Pendidikan		
6	UIN Walisono Semarang	S3 Doktor Studi Islam	7	Letter Number: 157/Un.109/D/DA.00/01/2022
7	Universitas Tanjungpura Pontianak	S2 Magister Akuntansi	4	Tanjungpura University Chancellor's Decision Number 2953/UN22/PT/2015

Based on the data in Table 1 and Table 2, it can be concluded that the normative limit for completing study programs at each level is the maximum limit that must be taken for a student to get an education degree/diploma. Furthermore, the study funding period by sponsors/donor agencies turned out to be below the normative period for completing the study program. If a civil servant cannot complete the study according to the study period, it can be extended for a maximum of 1 year; but must pay attention that it must not exceed the normative limits of the study program so as not to be dropped out.

With the three conclusions above, it can be formulated a policy that can be chosen by the K/L/D that the period of giving study assignments is given until the limit of the sponsorship/donor agency assistance period, but no longer than one year is deducted from the normative period of the study program to accommodate the opportunity for extension. study assignments, and no risk of dropping out.

The policy formulations that K/L/D can choose for the period of study assignments for S1/D4, S2, and S3 can be presented in the following matrix:

Table 3
Policy Formula for Study Period (Year)

No	Education al Stage	Study Time	Extension of Learning Tasks	maximum study period
1	S1/D4	4-6	1	7
2	S2	2-3	1	4
3	S3	4-6	1	7

An important aspect that needs to be formulated is that regardless of the policy period that is chosen as the period of study assignment to be determined, it is necessary to regulate specific obligations that must be fulfilled by civil servants on study assignments after the sponsorship period ends up to the end of the normative period of the study program and is also included in the document. study assignment agreement. Aspects that need to be regulated include sources of funding and obligations to carry out

tasks. The choice of carrying out assignments and completing studies while working according to the author is the most rational because the financing of PNS lectures is financed from the rights obtained and this period is used as a period of inherent supervision by superiors and/or the Pratama High leadership unit that handles staffing to ensure completion of required learning tasks. received. With this choice, the potential for employees to complete and get a diploma according to the normative limits of the study program taken will be realized.

4. Position, Rights and Obligations, Cancellation, Monitoring, and Evaluation of PNS Learning Tasks

In general, the position, rights, and obligations of civil servants on the task of studying at the SE Menpan RB 28/2021 are regulated. Income rights, the obligation to sign a study assignment agreement, and official ties, return of assistance received from the state if you fail to complete a study assignment are conditions that can be carried out normally according to existing provisions. Cancellation, monitoring, and evaluation of study assignments are also aspects that are clear enough to be implemented as part of the policy for giving civil servant study assignments.

The interesting thing about this SE and that needs to be paid attention to in the derivative rules set by the K/L/D is the standard for a civil servant with the task of studying, especially with agency funding given the option of continuing to carry out their duties and obtaining full employment rights. K/L/D needs to develop a clear standardization of indicators of organizational interest and the learning model that is followed must be truly rational and not interfere with the service for which it is responsible.

The indicator that according to the author is rational and accountable to be translated as organizational interests so that it becomes the basis for not being released from work is when the person concerned is studying within an affordable distance and/or taking evening classes, Saturday-Sunday classes or distant classes which are legally recognized by the Ministry of Education and Culture. Rights and obligations must be clearly defined for this cluster, including official obligations, and costs that can be accommodated by the agency. According to the author, funding by a rational institution with this policy only bears the costs paid at costs to universities, reference money, and research.

In the re-entry policy, this SE does not yet have clear indicators, models, and governance. As a result, Ministries/L/Ds need more operational policies which, according to the author, should be issued by the Kemenpan RB or regulated by BKN as a regulator in the field of personnel that covers all K/L/Ds. The unanswered issues include the model and timeframe for the implementation of the re-entry program as well as the unit-level standard that handles staffing as its implementation. The standard referred to is a staffing unit at the Administrator level or Primary High Leadership.

Regarding re-entry, the provisions of Number 10 letter d also leave questions, because civil servants are declared to be given executive positions and receive income according to their positions. This aspect is a problem that must be answered by the

Kemampuan RB or by the BKN is a derivative regulation because it will have an impact on the fulfillment of employment rights and the period taken is not clear. The author views that the re-entry program is indeed important because civil servants who have left the service for a long time need adaptation before working fully in their positions; so that when they are active they can play a maximum role in channeling their competencies for the advancement of the institution.

5. Inclusion of Degree/Education Promotion

Competency development through education is the method that drains the most energy, thought, time, and cost. So it is very natural that civil servants who carry out the task of learning the expected ending are the recognition for a degree. In other provisions of this SE, it has been regulated that civil servants who already have a diploma according to the fields regulated in the HCDP can propose an adjustment of the diploma by statutory provisions. Furthermore, civil servants who already have a diploma and have not included a degree can make a proposal using the provisions of this Circular Letter.

The above opportunities are certainly a breath of fresh air because civil servants who have completed their study assignments before SE can have their diploma recognized as long as the study program provisions and completion period are by the regulations regarding normative standards for completing study programs. For this reason, the role of BKN is very central in this regard. Affirmations need to be made so that all legal diplomas that are owned by civil servants from Study Programs and Universities are legally recognized. The advantages will be two-sided, namely having a positive impact on the development of the competencies concerned and the organization at the same time. This is very possible because the measure of the success of an organization or institution is determined by the competence of its human resources in addition to other factors (Suryanto, 2012).

The importance and strategic role of BKN, as the authors stated above, is because the problem of recognizing degrees / improving education has become an unfinished iceberg phenomenon due to the many proposals that have not been approved after the birth of the BKN policy which regulates title recognition as a condition for calculating credit scores and promotions (Letter Number 8835/ B-MP.01.01/SD/D/2021 concerning Services for Inclusion of Degrees/Education Improvement, 2021).

Another fact is that there are still civil servants whose titles cannot be recognized even though they have passed the study period according to the SNPT. For example, there is a rejection like this through the Letter of the Head of the Sub-Directorate of Ranks and Position II of the Directorate of Procurement and Ranks of Deputy for Personnel Transfers of BKN Number DII.26-30/S.28-03/12018 dated July 3, 2020, regarding the return of the proposal for the inclusion of Academic Degrees a.n. Brother S, NIP. 19780809xxxxxxxxxx3, because the Study Period is more than 6 years by the guidelines in the SE Menpan RB 04/2013. On the other hand, some facts are inversely proportional to the refusal, there is an acknowledgment of titles that can be completed at the Regional Office with letter number 28/KR.II.B/2022.

CONCLUSION

The policy for determining learning assignments needs to accommodate civil servants when applying for education at a level above or above the educational qualification requirements required by the position being applied for. Recognition is strictly regulated and must be adjusted to the available formations and the educational qualifications required for the position to be occupied.

Giving learning assignments must be aligned with the Human Capital Development Program (HCDP) is a must so that the competencies possessed by civil servants are in line with the needs of the organization. The formula that needs to be done is that the agency HCDP is set starting with the authorized official (Pyb) at the K/L/D identifying the level and type of educational qualification needed to carry out the organization's core business and budget allocation along with other civil servants competency development instruments. Details that carry out learning tasks are enough to be determined by the Primary High Leadership officials.

The determination of learning assignments has the potential to cause problems, especially for ministries or large institutions that have work units throughout Indonesia. The assignment of line-up tasks to ministries or large institutions should be formulated not to be centralized to Middle High Executive Officers (PPT Madya) who handle the Secretariat of K/L/D but PPK needs to delegate to other PPT Madya.

The formulation of the SK Assignment policy by the PPK or officials who are given the authority needs to be under the umbrella of the BKN or Kemenpan RB policies that allow for the implementation of new governance of Presidential Decree 57/1986, especially at State Universities and State Religious Colleges to allow unifying the process of temporary dismissal in positions and allowances. learning tasks in one decision.

The implementation of learning tasks requires the role of the Ministry of Education and Culture in providing accurate information on the legality of higher education institutions that can be selected by civil servants. Accreditation requirements of B or very good can be overcome for civil servants outside Java whose accessibility to universities is limited by expanding the accessibility of remote classes or legal Saturdays and Sundays. Another solution is that the K/L/D can transfer/move temporarily its employees to a work location that is still one K/L/D close to the location of the college and whose qualifications are included in the HCDP Map.

The period and extension of learning assignments are not clearly defined, the policy formula that can be chosen by K/L/D is the period of giving study assignments the same as the period of sponsorship/donor agency assistance, but a maximum of one year deducted from the normative period of the study program. An example of its application is a doctoral study assignment for 4 years/5 years/6 years and an extension of 1 year. To be accountable and measurable, it is necessary to regulate the sources of funding and obligations for civil servants who complete their studies after the end of the sponsorship financing period.

In the formulation of the derivative rules set by the K/L/D, it is necessary to regulate the standards of a civil servant with the task of studying with agency funding

given the option of continuing to carry out his duties and obtaining full employment rights. K/L/D still need BKN or Kemenpan RB policies related to the model and duration of the re-entry program implementation as well as unit-level standards for its implementation, including clarity on the rights and positions of civil servants while participating in the program because they are declared to be in implementing positions and benefits according to the position.

The inclusion of a civil servant education degree/improvement is the hope of all civil servants who carry out competency development through education. BKN has a key role in its implementation, so a breakthrough is needed to produce policies that are more in favor of the needs of civil servant competency development, in addition to administrative accountability standards.

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