



Policy Strategies of the Ministry of Home Affairs in Enhancing the Competence of Civil Servants

Chandra Varenda Yoga*

Ministry of Home Affairs

INFO ARTICLE

* Corresponding author;
chandra_zest83@yahoo.com

ABSTRACT

Civil servants play a crucial role in achieving effective, adaptive, and citizen-oriented governance. However, competencies of civil servants in the Ministry of Home Affairs remain insufficiently relevant and reliable due to unmet technical, managerial, sociocultural, and governmental standards, as well as the absence of an integrated system for competency mapping and development in human resource planning. This policy paper proposes a strategic framework to strengthen ASN competencies in Kemendagri using Bardach's analytical framework, based on technical feasibility, economic and financial possibility, political viability, and administrative operability. Three policy alternatives were identified: (1) integration of Corporate University and Talent Management development, (2) collaboration through micro-credential and job certification programs, and (3) strengthening an integrated competency mapping and gap analysis system. Based on interview results, the first alternative was assessed as the most feasible and comprehensive. This policy addresses the root problem by establishing an integrated, efficient, and sustainable competency development system. Its implementation requires a Minister of Home Affairs Regulation governing Corporate University and Talent Management to ensure clear governance, coordination, and operational guidelines. The integration is expected to enhance competency relevance and reliability, support data-driven human resource management, and develop professional, adaptive, and high-performing civil servants aligned with Smart Governance and national bureaucratic reform.

Keyword:

civil servant competency, corporate university, talent management, human resource policy, bureaucratic reform

INTRODUCTION

Over the past decade, the dynamics of global governance have undergone significant transformation due to the acceleration of digitalization, the increasing complexity of public sector management, and growing public demands for transparency and bureaucratic effectiveness. Civil servants (Aparatur Sipil Negara—ASN) worldwide are now expected not only to perform administrative functions but also to act as drivers of innovation and lifelong learners capable of adapting to social and technological change.

According to the Organisation for Economic Co-operation and Development (OECD, 2020) in *Public Service Leadership and Capability: A Framework for Developing a Values-Driven Public Service*, competency frameworks serve as key instruments for ensuring alignment between organizational goals, public values, and individual capacities. The OECD emphasizes that competencies act as a bridge between institutional strategies and the behaviors and performance outcomes of civil servants, thereby strengthening the effectiveness of talent management in the public sector.

Similarly, the World Bank (2021), in its *Public Sector Competency Framework Guidance Note*, highlights that competency development in the public sector plays a vital role in improving service quality and reinforcing bureaucratic accountability. The World Bank notes that many developing countries face persistent challenges such as unequal capacity distribution, limited managerial skills, and the absence of an integrated talent management system that connects recruitment, training, and promotion processes. Therefore, strengthening competency frameworks serves as the foundation for bureaucratic reform and sustainable human resource governance.

In the same vein, the United Nations Development Programme (UNDP, 2016), through its *UNDP Competency Framework*, asserts that a competency-based approach evaluates not only what employees do but also how they carry out their tasks in alignment with organizational values. This approach is considered effective for enhancing organizational alignment, reinforcing values-driven leadership, and fostering a collaborative learning environment within the public sector.

At the national level, the Government of Indonesia has adopted a similar paradigm through the implementation of Human Capital Management (HCM) principles within the bureaucracy, as reflected in the *Grand Design of National Bureaucratic Reform 2025*. However, within the Ministry of Home Affairs (Kementerian Dalam Negeri—Kemendagri), challenges in improving civil servant competencies remain prevalent. These include disparities in capacity between central and regional units, the lack of a sustainable talent pool system, and limited integration between career planning and organizational needs.

Based on the internal evaluation of the Human Resources Development Agency (Badan Pengembangan Sumber Daya Manusia—BPSDM) of the Ministry of Home Affairs (2024), most civil servant training programs are still thematic and not yet fully connected to competency gap analysis or performance-based career path development. Government institutions such as the Ministry of Home Affairs must therefore cultivate a civil service workforce that is skilled, flexible, and creative in responding to an increasingly fast-paced, complex, and dynamic strategic environment. This requires a human resource development system that is well-directed, integrated, and sustainable to address the challenges of digitalization, decentralization, and rising public expectations for high-quality services.

The central issue that emerges is that sustainable human resource management within the Ministry of Home Affairs has not been optimized to support the achievement of organizational goals and good governance. According to the Directorate General of Regional Financial Administration of the Ministry of Home Affairs, only about 20% of its civil servants can be considered highly reliable, while the remainder continue to face challenges related to competence and adaptability within a modern bureaucratic environment (Sindonews, 2022). The BPSDM Performance Report (2024) also identifies the need for a new strategy to conduct competency certification and development for both central and regional civil servants, noting that traditional, offline learning methods are no longer effective. Furthermore, the report observes that many competency development programs remain fragmented across echelon I units, resulting in a

lack of integrated direction within the Ministry. This finding is reinforced by the National Coordination Meeting (Rakornas) of BPSDM Kemendagri (2024), which emphasized the need for the Ministry and local governments to optimize competency development in the digital era.

If sustainable human resource management within the Ministry of Home Affairs is not optimized, several strategic consequences may arise that could hinder the achievement of organizational goals and effective governance. Fragmented implementation of competency development across echelon I units results in a lack of integrated direction, leading to uneven competency growth and misalignment with strategic organizational priorities. Reliance on conventional offline training methods also constrains the acceleration of certification and competency development in the digital era—particularly considering the wide scope of civil servants at both the Ministry and regional government levels, along with their evolving competency needs. As a result, the capacity of civil servants to support bureaucratic reform, public service delivery, and national policy implementation remains limited. Over the long term, these conditions may slow institutional transformation, weaken the effectiveness of government priority programs, and exacerbate competency gaps across employees and organizational units.

This study aims to provide comprehensive analysis and strategic policy recommendations to enhance the relevance and reliability of civil servant competencies within the Ministry of Home Affairs. This will be achieved through systematic integration of competency mapping, competency development, and human resource planning. As an analytical framework, Bardach's Policy Analysis Framework (Bardach, 2012) is employed to provide a systematic and pragmatic approach to formulating strategies for improving civil servant competencies within the Ministry. Bardach's framework emphasizes evidence-based analysis and multidimensional assessment in designing realistic and implementable policy solutions. In the context of sustainable HR management at the Ministry of Home Affairs, this framework facilitates the assessment and integration of four key dimensions: technical feasibility, economic and fiscal viability, political

acceptability, and administrative operability. Through this approach, competency development policies can be formulated by taking into account resource capacity, political support, and the readiness of bureaucratic systems for effective implementation.

The specific objectives of this study are as follows (1) To identify the primary issues underlying the low relevance and reliability of civil servant competencies within the Ministry of Home Affairs, (2) To formulate policy alternatives that integrate competency mapping and development into the civil service human resource planning system, (3) To develop evidence-based policy recommendations that strengthen the effectiveness of civil servant competency development programs, and (4) To promote the establishment of a professional, adaptive, and highly competitive civil service workforce in the Ministry of Home Affairs, aligned with the demands of bureaucratic reform and national development priorities.

RESEARCH METHODS

This study employs a qualitative-descriptive approach using a policy analysis research design. This approach was selected to provide a comprehensive depiction of the current conditions of civil servant (ASN) competency development within the Ministry of Home Affairs (Kementerian Dalam Negeri—Kemendagri), as well as to formulate applicable policy alternatives to address the identified issues.

The study involved a total of 35 informants such as the Head of Planning Division, First Expert Planner, Middle and Young Expert Human Resource Analysts, Middle Expert Widyaaiswara (trainer), Middle Expert Computer Practitioner, Middle Expert Legal Analyst, Middle and Young Expert Learning Technology Developers, and Young Expert Computer Practitioner. These positions were chosen on the basis that the informants possess substantive knowledge, empirical experience, and direct involvement in the planning, implementation, and evaluation of human resource development policies. In addition, they were considered to have a deep understanding of the dynamics surrounding competency enhancement programs for civil servants—both from strategic planning and operational perspectives.

The data collected in this study consisted of qualitative inputs from focus group discussions (FGDs), in-depth interviews, and policy assessments conducted using two main methods: The USG method (Urgency, Seriousness, Growth) to determine the priority level of policy problems and Bardach's Policy Analysis Framework to evaluate alternative policy solutions based on four criteria—technical feasibility, economic and fiscal possibility, political viability, and administrative operability (Bardach, 2012).

The qualitative descriptive data captured perceptions, experiences, and recommendations from informants regarding the strengthening of the civil servant competency development system within the Ministry of Home Affairs.

The research process began with issue formulation based on relevant news reports and previous studies. Subsequently, problem causation analysis was conducted using the 6M framework (Man, Money, Material, Machine, Method, and Market), followed by focused discussions and limited interviews with informants from the Ministry of Home Affairs. The USG method was then applied to refine and validate the final problem statement.

The subsequent phase of the research consisted of a series of focused interviews guided by Bardach's (2012) policy analysis model, emphasizing four of its eight procedural steps: problem identification, selection of evaluation criteria, formulation of policy alternatives, and feasibility analysis of each proposed option. The analysis was structured around four evaluative dimensions—technical feasibility, economic and financial possibility, political viability, and administrative operability. Technical feasibility assessed the extent to which the proposed policy could be implemented effectively, considering the availability of appropriate technology, qualified human resources, and applicable methodologies. Economic and financial possibility examined the policy's sustainability from a fiscal perspective, focusing on cost efficiency, funding sources, and the proportionality between expected benefits and implementation costs. Political viability evaluated the degree of political support for the policy from leadership, stakeholders, and other influential interest groups. Lastly, administrative operability analyzed the administrative feasibility of the policy, including the adequacy of organizational structures, regulatory

frameworks, procedural clarity, and bureaucratic capacity required for successful implementation.

The selection of data sources—primarily discussion outcomes and direct assessments—was based on the consideration that empirical insights from those directly involved in human resource policy implementation provide a more comprehensive understanding of root causes, implementation barriers, and opportunities for policy improvement. Such data are considered more representative than secondary data, as they reflect the actual conditions of bureaucracy experienced by practitioners in the field.

The data analysis process followed a qualitative policy-oriented approach, involving classification, interpretation, and synthesis of interview and FGD results based on Bardach's conceptual framework and prior research findings. Empirical data were compared with academic studies and institutional reports. Data triangulation was employed to ensure the validity of findings, while content analysis was used to trace the consistency between informant narratives and existing theories or policy frameworks.

Through this analytical process, the study aims to provide a comprehensive depiction of the strategic direction of policy initiatives for enhancing civil servant competencies in the Ministry of Home Affairs—ensuring that such initiatives are both adaptive and sustainable.

RESULT AND DISCUSSION

Based on the main issue—"the sustainable human resource management within the Ministry of Home Affairs (MoHA) has not been optimized to effectively support the achievement of organizational goals and governance performance"—this study identifies three key problems derived from research findings, media reports, and social media analysis:

1. Low Competence and Reliability of Civil Servants (ASN) within the Ministry of Home Affairs.

The lack of relevant and reliable competencies among civil servants has resulted in ineffective and less adaptive public services, particularly in responding to policy changes and evolving societal needs. Civil servants who lack adequate technical, managerial, and digital competencies often struggle to translate the central government's strategic programs into effective implementation

at the regional level. Consequently, gaps emerge in policy execution, bureaucratic productivity declines, and administrative processes become slow and error-prone. In the long term, such conditions hinder the achievement of national development targets and weaken the institutional competitiveness of government administration.

2. Low Motivation, Commitment, and Job Satisfaction among Employees.

This issue is reflected in the low levels of employee engagement, weak organizational culture, and suboptimal performance of many civil servants. Insufficient motivation, commitment, and job satisfaction lead to decreased individual and organizational performance. Employees who lack intrinsic drive and loyalty to the institution tend to work merely to fulfill formal obligations rather than to make meaningful contributions. This results in increased absenteeism, low participation in competency development programs, minimal bureaucratic innovation, and a weakened positive work culture within MoHA. Under such circumstances, it becomes difficult for the organization to build a productive, results-oriented work environment, which in turn diminishes the quality of public service delivery and undermines institutional credibility in the eyes of citizens.

3. Suboptimal Coordination, Collaboration, and Leadership Commitment between Central and Regional Units in HR Development Programs.

Weak coordination, collaboration, and leadership alignment between central and regional units in designing and implementing HR development initiatives have led to policy fragmentation and limited synergy in capacity-building efforts. The lack of equitable access to HR development opportunities has widened the competency gap among civil servants. Training and capacity-building programs that are conducted in a partial and sectoral manner cause regions with lower institutional capacity to lag behind in accessing learning and upskilling opportunities. As a result, sharp disparities have emerged between central and regional civil servants in terms of technical skills and understanding of strategic policies. This condition disrupts the harmonization of national program implementation, reduces the

effectiveness of bureaucratic reform, and slows the processes of digitalization and government modernization. If not addressed promptly, these disparities could further widen inequalities in public service quality across regions and weaken the overall effectiveness of governance.

Based on the three primary issues identified earlier, the author employed the USG method (Urgency, Seriousness, and Growth) to determine the most critical problem. Following discussions with respondents and informants, the key issue was identified as the low level of relevant and reliable competence among civil servants (Aparatur Sipil Negara/ASN) within the Ministry of Home Affairs (MoHA).

Subsequently, the main issue was further analyzed and broken down into Level 1 and Level 2 causes using the 6M analytical framework (Man, Money, Material, Machine, Method, and Market) to explore the underlying factors and identify the root causes of the problem.

According to the USG assessment, the Level 1 causal factor is that human resources have not fully met the established competency standards—particularly in the areas of technical, managerial, sociocultural, and governance competencies. The insufficient competence of MoHA's civil servants is partly attributed to the uneven quality of human resources across organizational units.

A study titled "Analysis of Civil Servant Competency Development Needs to Support Bureaucratic Reform in the Ministry of Home Affairs" reported that the implementation of competency needs analysis within MoHA during the 2020–2024 period had not been effectively conducted, resulting in a misalignment between civil servants' knowledge, skills, and attitudes and the organizational performance requirements (Sihombing, 2021).

Moreover, the 2022 report of the Human Resource Development Agency (Badan Pengembangan Sumber Daya Manusia/BPSDM) of the Ministry of Home Affairs indicated that the Professionalism Index of MoHA civil servants remained in the "very low" category, particularly in the competency dimension. This finding underscores a significant gap between the expected competency standards and the actual conditions observed in the field (BPSDM Kemendagri, 2022).

The low quality of human resources among MoHA civil servants has led to suboptimal

organizational performance. Civil servants who lack adequate technical, managerial, and sociocultural competencies are prone to task-skill mismatches, which result in inefficient policy implementation, unsatisfactory performance outcomes, and diminished bureaucratic professionalism.

Following the identification of Level 1 causal factors, the researcher employed the 6M framework (Man, Money, Material, Machine, Method, and Market) once again to analyze and identify the Level 2 causes of the problem. This stage was followed by further discussions with informants using the USG method (Urgency, Seriousness, and Growth) to determine the most critical underlying issue. Based on the outcomes of these discussions, the selected Level 2 causal factor was identified as "The mapping and development of competencies among civil servants (ASN) within the Ministry of Home Affairs (MoHA) have not been systematically integrated into human resource planning."

Many organizational units within MoHA still lack updated job and competency maps, resulting in training programs that are not always aligned with actual job requirements. The Human Resource Development Agency (Badan Pengembangan Sumber Daya Manusia/BPSDM) of the Ministry of Home Affairs (2024) reported that the majority of units have not yet optimally utilized competency mapping as a foundation for designing training programs and career development plans (BPSDM Kemendagri, 2024).

Consequently, competency development programs often fail to achieve their intended objectives, leading to unclear career pathways for civil servants and weak alignment between individual competencies and organizational needs. This condition prevents the Ministry from maximizing the potential of its human resources, thereby hindering institutional performance improvement and the realization of a professional, adaptive, and sustainable bureaucracy.

Based on discussions with respondents, the main problem, Level 1 problem, and Level 2 problem were identified as follows:

1. Low competency of civil servants (ASN) in the Ministry of Home Affairs (MoHA) that is relevant and reliable (Main Problem).
2. Human resources that do not fully meet competency standards—particularly

technical, managerial, sociocultural, and governance competencies (Level 1 Problem).

3. Competency mapping and development of MoHA's civil servants have not been systematically integrated into human resource planning (Level 2 Problem).

From these root causes, the problem statement can be formulated as follows: The competencies of civil servants within the Ministry of Home Affairs remain insufficiently relevant and reliable due to unmet technical, managerial, sociocultural, and governance standards, as well as the absence of systematic integration between competency mapping and development within human-resource planning. Consequently, competency-development programs tend to be fragmented and less effective in supporting organizational performance.

Based on this problem statement, the preparation of this policy paper generated three policy alternatives derived through a comprehensive analytical process. These alternatives were developed based on expert and practitioner discussions, reviews of previous studies and empirical findings, and references from relevant academic sources such as journal articles, conference proceedings, and books. Furthermore, the formulation of these alternatives considered best practices from both domestic and international institutions that have addressed similar issues in strengthening public-sector competence.

1. Integration of Corporate University and Talent Management Development as a Strategy for Strengthening Civil-Service Competence in MoHA.

This policy alternative focuses on integrating the Corporate University (Corpu) framework with the Talent Management System to establish a systematic, targeted, and sustainable mechanism for civil-service competency development. The Corporate University functions as a strategic platform for organizational learning that consolidates initiatives for developing technical, managerial, sociocultural, and governance competencies across MoHA and regional governments. Meanwhile, the Talent Management System serves to identify, manage, and develop high-potential civil servants for strategic positions aligned with their competencies.

The integration of these two approaches strengthens the merit system through a performance-oriented learning ecosystem. Training and development programs are transformed from administrative activities into strategic mechanisms for cultivating future bureaucratic leaders who enhance governance effectiveness.

Empirically, Sari and Widodo (2022), in the Human Business Review Journal, demonstrated that synergy between talent management and Corporate University initiatives significantly improves organizational performance in Indonesia's public sector. Similarly, Rahmawati (2023), in her study of PT Telkom Indonesia, found that Corporate University-based talent development positively influences digital-competency alignment and leadership readiness in the era of Industry 4.0 transformation.

Theoretically, a Corporate University serves as a strategic learning partner that connects learning processes with organizational strategy and job-competency requirements (Allen, 2002). It shifts competency development from ad-hoc training toward structured, measurable, and sustainable learning journeys. In parallel, talent management represents a systematic approach to identifying, developing, and retaining high-potential employees to achieve strategic organizational objectives (Cappelli, 2008).

The legal foundations for this policy alternative include Law No. 5 of 2014 and Government Regulation No. 17 of 2020, which emphasize competency-based civil-service development; Ministerial Regulation of Administrative and Bureaucratic Reform (PermenPANRB) No. 3 of 2020, which governs the national implementation of talent management for civil servants; and the Grand Design for ASN Competency Development 2020-2030, which promotes the establishment of Corporate Universities in all government institutions.

Supporting evidence from LAN (2021) shows that institutions that have implemented Corporate Universities systemically—such as the Ministry of Finance and the National Civil Service Agency (BKN)—experienced a 45%

increase in the relevance of training to job requirements and a 30% improvement in employee performance. Furthermore, IPDN (2023) found that integrating Corporate University learning with talent pools accelerates the fulfillment of strategic positions and enhances employee motivation.

Since 2023, MoHA has initiated the development of the Kemendagri Corporate University through its Human Resource Development Agency (BPSDM), designed as an integrated learning hub across organizational units. The integration of Corporate University and talent management is expected to strengthen the learning-development-placement cycle, enabling the systematic and sustainable enhancement of technical, managerial, sociocultural, and governance competencies.

Comparable initiatives have been successfully implemented by the Ministry of Finance through its BPPK Corporate University and Talent Pool System, which improved data-driven learning effectiveness and accelerated leadership regeneration. The Ministry of State-Owned Enterprises (BUMN) also applies a Leadership Development Framework that combines strategic learning with talent cultivation.

Internationally, Singapore's Civil Service College (CSC) exemplifies an integrated learning center for all public servants by combining a competency-based learning architecture with a national talent-management system. This approach supports not only technical and leadership training but also the development of a Public Service Competency Framework that underpins career planning and talent identification in the public sector (OECD, 2020; CSC Singapore, 2023). In South Korea, the National Human Resources Development Institute (NHI) and the Human Resources Development Service of Korea (HRD Korea) have adopted similar models by linking curriculum design, competency standards, and talent-based career pathways. Through this integration, Korea has established a national learning ecosystem that continuously enhances civil-service capabilities and ensures leadership continuity in government institutions (NHI Korea, 2022; HRD Korea, 2023).

2. Collaborative Development of Civil-Service Competence through Micro-Credential and Professional Certification Programs.

The second policy alternative emphasizes the enhancement of civil-service competence through collaborative micro-credential and professional certification programs, involving universities, professional-certification bodies (LSP/BNSP), the Domestic Governance Training and Certification Institute (LSP-PDN), and industry partners.

The micro-credential scheme offers modular, flexible, and accredited learning opportunities that allow civil servants to gain recognized learning outcomes for specific job-related skills. Each module produces a stackable credential that contributes to fulfilling job-standard requirements.

This program aligns with the principles of lifelong learning and recognition of prior learning (RPL), as mandated by the Merdeka Belajar-Kampus Merdeka policy and Minister of Home Affairs Regulation No. 11 of 2018 on Competency-Based HR Development Systems. It also refers to BNSP Regulation No. 2 of 2017 on Competency Certification.

Research by Balasundaram, Mathew, and Nair (2024) revealed that implementing microlearning significantly improves individual learning performance by enhancing knowledge retention, adaptability, and productivity in dynamic work environments. Likewise, The Impact of Competency Certification on Workers (2019) reported that employees holding competency certifications demonstrate higher professionalism, productivity, and work quality than uncertified employees.

Several institutions have successfully implemented similar initiatives. The ICE Institute (Ministry of Education, Culture, Research, and Technology), in collaboration with Gadjah Mada University (UGM) and University of Indonesia (UI), developed micro-credential programs for civil servants and public professionals, including modules such as Public Policy Analysis, Data-Driven Governance, and Digital Leadership. In the private sector, Telkom Corporate University and Pertamina Learning Center have introduced internal certification programs

accredited by BNSP, now recognized as national HR-development standards.

This policy enhances the effectiveness and efficiency of civil-service training by ensuring need-based, flexible, and formally recognized programs. Collaboration with external institutions increases the quality of learning while providing credible certifications that accelerate the professionalization and global competitiveness of Indonesia's bureaucracy.

3. Strengthening the Integrated System for Competency Mapping and Gap Analysis of Civil Servants in Alignment with HR and Budget Planning.

The third policy alternative focuses on building and strengthening an Integrated Civil-Service Competency Mapping System linked to performance-based HR and budget planning. This policy positions competency data as the foundation for decision-making in HR planning, promotion, and career development.

Through this system, each civil servant will have an updated competency profile—derived from assessment centers, self-assessments, and training records—allowing organizations to conduct accurate competency gap analyses. These results will serve as a foundation for developing targeted training plans, redistributing personnel, and allocating competency-development budgets based on evidence (evidence-based HR planning). Consequently, training programs become more targeted, efficient, and measurable in their impact on organizational performance.

A study by Kurniawan and Fitriani (2023) in KnE Social Sciences on civil-service competencies in West Papua Province revealed a significant gap between job requirements and actual competencies, particularly in managerial and adaptability aspects. This finding underscores the importance of a competency-mapping system to prioritize data-driven training. Similarly, Harraf (2019) emphasized that competency mapping plays a critical role in ensuring that employees understand the skills, knowledge, and behaviors required for optimal performance. By identifying gaps between current and required competencies, organizations can design more relevant and effective training programs, thereby improving motivation and sustained performance.

The legal basis for this policy lies in Law No. 5 of 2014 on State Civil Apparatus (Articles 69–71), which mandates competency-based development,

and Minister of Home Affairs Regulation No. 11 of 2018, which reinforces the importance of competency-based HR planning and development.

Comparable implementations include the National Civil Service Agency (BKN) through its SIASN system, which integrates data on competencies, training history, and performance for national HR planning. The Ministry of Finance (BPPK) has also developed a competency dashboard that effectively identifies competency gaps and training priorities based on organizational needs.

This policy supports MoHA's transition toward data-driven HR transformation, ensuring efficient budget utilization and enhancing accountability in competency-development programs. With a robust competency-mapping system, MoHA's HR planning will become more adaptive to change and better aligned with the principles of the national merit system.

Based on the results of a focused expert interview, the most appropriate policy alternative among the three previously proposed options is the integration of the Corporate University and Talent Management systems as a strategic approach to strengthening the competencies of civil servants within the Ministry of Home Affairs (MoHA).

From the perspective of **technical feasibility**, the integration between the Corporate University and Talent Management frameworks demonstrates strong technical viability. This integration aligns with the ongoing digital transformation of civil servant learning systems, data-driven competency management, and the training infrastructure developed by the Human Resources Development Agency of the Ministry of Home Affairs (BPSDM Kemendagri). According to Sutopo (2023) in the Borneo Administrator Journal, the success of competency development based on corporate learning models is largely determined by the readiness of digital systems, the quality of learning content, and the adequacy of training infrastructure.

Furthermore, the implementation of the Corporate University model in public institutions has proven effective in strengthening a continuous learning culture, as evidenced by a study conducted by Rahmawati (2022, University of Indonesia), which highlighted that this model enhances the relevance of training programs to

institutional performance needs. This view is supported by an interview with Dian Andy Permana (2025), Head of the Human Resources Bureau at MoHA, who emphasized the critical importance of establishing and developing a Corporate University within the Ministry.

The OECD (2023) underlines that an effective civil service learning system requires a digital public infrastructure capable of integrating competency management across institutions while fostering continuous learning ecosystems. Singapore's Civil Service College (CSC) exemplifies how a government can leverage a corporate learning ecosystem that integrates leadership pipelines, competency frameworks, and knowledge-sharing platforms to ensure adaptive learning aligned with evolving national policy priorities (OECD, 2020). In the context of MoHA, a similar model can be localized through role-based learning digitalization and integration with the existing civil service information systems.

From the standpoint of **economic and financial feasibility**, this policy alternative is deemed efficient as it optimizes existing resources, including online learning platforms, training networks, and internal talent management units. Fitriyani (2021, Master's Thesis, Universitas Gadjah Mada) found that integrating talent management with digital learning systems enhances the cost efficiency of civil service training by reducing dependence on face-to-face instruction and official travel. Similarly, a report by the Ministry of Administrative and Bureaucratic Reform (Kementerian PANRB, 2023) on ASN Talent Development affirmed that an integrative approach between Corporate University and Talent Management represents a cost-effective strategy, ensuring that every human resource development investment contributes directly to long-term organizational performance.

The World Bank (2020) also demonstrated that investing in civil service competency development leads to sustained improvements in productivity and efficiency within public organizations. The Korea Human Resource Development Institute (KHRDI) provides an exemplary model of efficient public HRD investment, implementing competency-based learning systems directly linked to performance evaluations and career planning (UNDP, 2021). This approach ensures that training expenditures produce measurable

institutional outcomes. MoHA could adapt this principle to ensure that every rupiah allocated to training and talent development yields quantifiable organizational value, rather than serving merely as an administrative exercise.

Regarding **political viability**, while the policy enjoys relatively strong political support, there remains a need to strengthen leadership commitment and inter-unit synergy to ensure that talent-based human resource development policies are consistently internalized across all levels of governance. As emphasized by the National Institute of Public Administration (LAN, 2023), political backing and bureaucratic leadership are critical determinants of sustainability in civil service competency development, particularly in ensuring cross-unit integration and program continuity.

On the Ministry's official social media platform (Instagram @kemendagri, 2024), the Minister of Home Affairs reiterated the importance of leadership commitment in enhancing the capacity of regional civil servants to meet the challenges of modern governance. This was further confirmed through interviews with representatives from the Ministry of Finance, Ministry of Manpower, and LAN-RI (2025), which revealed that internal political support is a decisive success factor, making high-level engagement—especially with the Minister of Home Affairs—essential for advancing the Corporate University agenda.

Singapore's civil service reform gained strong legitimacy due to its alignment with the Smart Nation vision, while Korea's KHRDI operates directly under the Ministry of Personnel Management, ensuring both political and institutional support. In Indonesia, a similar strategy can be pursued by positioning the integration of Corporate University and Talent Management as part of the National ASN Excellence Agenda 2025–2045, with political oversight from MoHA leadership and cross-unit collaboration to safeguard resilience against policy shifts.

From an **administrative operability standpoint**, the policy exhibits high implementation potential, as institutional structures and coordination mechanisms among BPSDM, the Secretariat General, and technical units are already in place. Strengthening program governance, monitoring systems, and data

integration through a unified Corporate University framework could make this initiative a strategic instrument for developing competent, adaptive, and competitive MoHA civil servants.

According to Sari (2022) in the Journal of Administrative Reform, the success of competency development programs depends heavily on data integration, clear standard operating procedures (SOPs), and competency-based performance evaluation mechanisms. BPSDM Kemendagri (2024) has already developed an e-learning system and competency database that enables tracking of individual learning achievements as part of talent management. The UNDP (2021) study noted that the success of institutions such as KHRDI Korea and CSC Singapore is rooted in clear governance structures, standardized competency frameworks, and feedback loops that connect training outcomes to real-world assignments.

By reinforcing the governance of BPSDM Kemendagri—clarifying the roles between central and regional HR units—and establishing performance-based SOPs, the Ministry can ensure that this policy is implemented effectively and sustainably. Furthermore, the initiative aligns with Indonesia's Electronic-Based Government System (SPBE) policy, as mandated by Presidential Regulation No. 95 of 2018, which underscores the importance of data-driven HR management and bureaucratic digitalization.

Overall, this assessment indicates that the integration of Corporate University and Talent Management represents the most comprehensive and realistic policy alternative to enhance civil servant competency management within MoHA. This initiative aligns with Indonesia's National Bureaucratic Reform Grand Design 2020–2025 and the national agenda for competency-based ASN development.

To ensure the effectiveness and sustainability of this policy, it is essential to formulate and enact a Ministerial Regulation on Corporate University and Talent Management at the Ministry of Home Affairs. This regulation would serve as the primary legal foundation for implementing the integration of Corporate University and Talent Management within MoHA.

CONCLUSION

To ensure the effectiveness and sustainability of the civil service competency strengthening policy within the Ministry of Home Affairs, a

regulatory framework must be established to provide a strong legal basis, clear governance, and structured coordination for the integration of the Corporate University and Talent Management systems. This framework should be formalized through a Ministerial Regulation that defines policy direction, institutional roles, and operational guidelines, thereby ensuring legal certainty and institutional legitimacy (OECD, 2020; LAN, 2022).

The policy will also enhance BPSDM's role as a center of excellence in public sector learning and serve as a strategic instrument for achieving organizational performance. At the inter-institutional level, this integration can serve as a best practice for the Ministry of Administrative and Bureaucratic Reform (KemenPANRB) in advancing the national talent management agenda aligned with the "ASN Unggul 2025-2045" vision (KemenPANRB, 2023). Moreover, it supports the Grand Design of National Bureaucratic Reform by positioning competency development as a driver of performance rather than a procedural obligation.

From an academic perspective, this study contributes to public policy analysis by applying Bardach's (2012) model to Indonesia's public HR management context, highlighting that successful policy implementation depends not only on technical or fiscal feasibility but also on political legitimacy and administrative readiness (Birkland, 2019). It underscores the importance of integrating learning governance through Corporate University mechanisms and talent pipeline management to build globally competitive civil servants (World Bank, 2020; OECD, 2021).

In comparative perspective, practices from institutions such as Singapore's Civil Service College and Korea's Human Resources Development Institute demonstrate that integrated learning and talent systems foster innovative and performance-oriented bureaucracies (CSC Singapore, 2023; NHI Korea, 2022). Adapting such practices to Indonesia's institutional context could position the Ministry of Home Affairs as a pioneer in developing an integrated, talent-based civil service learning ecosystem.

Future research should further examine the long-term impact of this integration through longitudinal and comparative studies across

government agencies, using analytical frameworks such as the Multiple Streams Framework (Kingdon, 2014) or Policy Design Theory (Howlett, 2019). Such research will enrich evidence-based policymaking and support the realization of a professional, responsive, and globally competitive Indonesian bureaucracy.

REFERENCES

Ab Rahman, N. A., Omar, M. K., & Zainal, N. A. (2019). *The Impact of Competency Certification on Workers*. In **Proceedings of the 10th International Conference on Education and Educational Technologies (EDU '19)**.

Allen, M. (2002). The Corporate University Handbook: Designing, Managing, and Growing a Successful Program. New York: AMACOM.

ANTARA. (2023, September 12). Kemendagri dorong pengembangan kompetensi ASN di Papua Barat. ANTARA News. <https://www.antaranews.com/berita/3704059/kemendagri-dorong-pengembangan-kompetensi-asn-di-papua-barat>.

Antara. (2024, Maret 14). *Mendagri: Pembangunan ASN penting untuk pemerintahan yang efisien*. Diakses dari <https://www.antaranews.com>.

Badan Pengembangan Sumber Daya Manusia Kementerian Dalam Negeri. (2022). Laporan Indeks Profesionalitas ASN Kemendagri Tahun 2022. Jakarta: Kementerian Dalam Negeri.

Badan Pengembangan Sumber Daya Manusia Kementerian Dalam Negeri. (2024). *Rakornas BPSDM Kemendagri Dorong Sinergitas Pengembangan ASN di Era Digital*. Jakarta: Kementerian Dalam Negeri.

Badan Pengembangan Sumber Daya Manusia Kementerian Dalam Negeri. (2024, 25 Januari). *Pentingnya Integrasi dan Komitmen Pimpinan dalam Pengembangan Kompetensi ASN Kemendagri*.

Badan Pengembangan Sumber Daya Manusia Kementerian Dalam Negeri. (2024). Laporan Evaluasi Pengembangan Kompetensi ASN Kemendagri Tahun 2024. Jakarta: BPSDM Kemendagri.

Badan Pengembangan Sumber Daya Manusia Kementerian Dalam Negeri. (2024). Laporan Kinerja dan Inovasi Pengembangan Kompetensi ASN Tahun 2023–2024.

Badan Pengembangan Sumber Daya Manusia Kementerian Dalam Negeri. (2024). *Capaian Kinerja 2020-2024*. Jakarta: BPSDM Kemendagri. Diakses dari BPSDM Kemendagri — bagian laporan capaian kinerja 2020–2024 (halaman “Laporan → Capaian Kinerja 2020–2024”).

Badan Nasional Sertifikasi Profesi (BNSP). (2017). Peraturan BNSP Nomor 2/BNSP/VIII/2017 tentang Pedoman Pengembangan dan Pemeliharaan Skema Sertifikasi Profesi.

Bardach, E. (2012). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving* (4th ed.). CQ Press / SAGE Publications. ISBN 978-1-60871-842-9.

Balasundaram, S., Mathew, J., & Nair, S. (2024). *Microlearning and Learning Performance in Higher Education: A Post-Test Control Group Study*. Journal of Learning for Development.

Birkland, T. A. (2019). An introduction to the policy process: Theories, concepts, and models of public policy making (4th ed.). Routledge.

BKN. (2021). Pedoman Manajemen Talenta Aparatur Sipil Negara. Badan Kepegawaian Negara Republik Indonesia.

BKPSDM Kota Bekasi. (2023). *Koordinasi Pengembangan Kompetensi ASN dengan BPSDMP Kominfo Jakarta*. Bekasi. Diakses dari <https://bkpsdm.bekasikota.go.id>.

Cappelli, P. (2008). *Talent on Demand: Managing Talent in an Age of Uncertainty*. Boston: Harvard Business Press.

Civil Service College Singapore. (2023). About CSC. <https://www.csc.gov.sg>

Ditjen Bina Administrasi Kewilayahan Kementerian Dalam Negeri. (2023, Juli 10). Kemendagri dorong pengembangan talenta aparatur untuk wujudkan Indonesia Emas 2045. Portal Resmi Ditjen Bina Adwil Kemendagri. <https://binaadwil.kemendagri.go.id/berita/kemendagri-dorong-pengembangan-talenta-aparatur-untuk-wujudkan-indonesia-emas-2045>.

Fitriyani, D. (2021). Integrasi Manajemen Talenta dan Digital Learning dalam Efisiensi Pengembangan Kompetensi ASN. Tesis Universitas Gadjah Mada.

Goodwood Publisher. (2023). *Evaluasi kompetensi terhadap komitmen pegawai*. Jurnal Ilmu Administrasi Publik, 5(2), 45–53.

Harraf, D. (2019, July). *Competency Mapping for Training Effectiveness*. In **Proceedings of the International Conference on Industrial Engineering and Operations Management (IEOM)**, Toronto, Canada.

Howlett, M. (2019). Designing public policies: Principles and instruments. Routledge.

Human Resources Development Service of Korea (HRD Korea). (2023). Human Resources Development Policy and Strategy. <https://www.hrdkorea.or.kr>

Hutabarat, F., & Marpaung, L. (2022). Corporate University sebagai Strategi Pengembangan Kompetensi Aparatur Sipil Negara. Jurnal Manajemen Pemerintahan, 9(1), 34–48.

Innovative Workforce Institute (IWI). (2023). Studi SDM ASN: Tantangan Implementasi Talent Management di Instansi Pemerintah. Jakarta.

Inspektorat Jenderal Kementerian Dalam Negeri. (2023). Hasil Evaluasi Penggunaan Learning Management System (LMS) di Lingkungan Kemendagri. Jakarta: Itjen Kemendagri.

Institut Pemerintahan Dalam Negeri. (2023). Kajian Pengembangan Kompetensi ASN Pemerintahan Dalam Negeri. Jatinangor: IPDN Press.

Institut Pemerintahan Dalam Negeri. (2023). Studi Pengembangan Kompetensi ASN Berbasis Talenta. Jatinangor: Pusat Penelitian dan Pengabdian Masyarakat IPDN.

Jurnal Kewidyaiswaraan LAN. (2023). *Tantangan pemerataan pengembangan kompetensi ASN di Indonesia*. Lembaga Administrasi Negara.

Jurnal Peneliti. (2023). *Membangun Optimalisasi Kompetensi ASN*. Jurnal Kebijakan dan Manajemen ASN, 12(1), 15–27.

Jurnal Widyaaiswara Indonesia. (2022). Model Sertifikasi Kompetensi Pemerintahan di Lingkungan Kementerian Dalam Negeri. Jurnal Widyaaiswara Indonesia, 3(2), 55–66.

Kementerian Dalam Negeri. (2022). Rencana Strategis Kementerian Dalam Negeri 2020–2024. Jakarta: Kemendagri.

Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi. (2020). Grand Design Pengembangan Kompetensi ASN 2020–2030. Jakarta: KemenPANRB.

Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi. (2023). Kebijakan Manajemen Talenta Nasional ASN. Jakarta: Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi.

Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi. (2023). Grand Design Pengembangan Kompetensi ASN 2020–2030. Jakarta: KemenPAN-RB.

Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi. (2023). Laporan Pengembangan Talenta ASN Nasional. Jakarta: KemenPANRB.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). Pengembangan Micro-Credential untuk Peningkatan Kompetensi Profesional ASN. Jakarta: Kemendikbudristek.

Kementerian Dalam Negeri. (2024). Pernyataan Mendagri tentang Penguatan Kompetensi ASN Daerah. [Instagram @kemendagri, 5 Mei 2024].

Khan, S., & Law, D. (2020). Micro-Credentials and Workforce Development: A Global Review. *International Journal of Educational Technology in Higher Education*, 17(1), 1–15.

Kingdon, J. W. (2014). Agendas, alternatives, and public policies (2nd ed.). Pearson Education.

Kompas.com. (2024, 17 Mei). BKN Dorong Implementasi Manajemen Talenta ASN di Seluruh Kementerian dan Lembaga. Diakses dari <https://www.kompas.com>.

Lembaga Administrasi Negara Republik Indonesia (LAN RI). (2018). Peraturan LAN RI Nomor 8 Tahun 2018 tentang Pengembangan Kompetensi Pegawai Aparatur Sipil Negara. Jakarta: LAN RI.

Lembaga Administrasi Negara Republik Indonesia (LAN RI). (2021). Kajian Efektivitas Pembelajaran ASN dan Corporate University. Jakarta: Pusat Kajian LAN.

Lembaga Administrasi Negara Republik Indonesia (LAN RI). (2022). Kajian Implementasi Manajemen Talenta ASN di Instansi Pemerintah. Jakarta: LAN RI.

Lembaga Administrasi Negara (LAN). (2023). Kajian Dukungan Politik dalam Kebijakan Pengembangan Kompetensi ASN. Jakarta: LAN RI.

Lembaga Administrasi Negara. (2023). Pedoman Evaluasi Kompetensi ASN. Jakarta: LAN RI.

National Human Resources Development Institute (NHI Korea). (2022). NHI Overview and Training Programs. <https://www.nhi.go.kr>

Neliti. (2022). *Pengaruh Gaya Kepemimpinan, Budaya Organisasi, dan Motivasi terhadap Kepuasan Kerja ASN*. Jurnal Ilmu Manajemen Pemerintahan, 8(3), 223–234. Diakses dari <https://www.neliti.com>

OECD. (2020). Public Employment and Management Framework. <https://www.oecd.org/gov/pem/>

OECD. (2020). Public Service Leadership and Capability: A Framework for Developing a Values-Driven Public Service. OECD Publishing.

OECD. (2023). Public Sector Talent Management and Learning Systems: Trends and Practices. Paris: OECD Publishing.

Pemerintah Republik Indonesia. (2014). Undang-Undang Nomor 5 Tahun 2014 tentang Aparatur Sipil Negara. Lembaran Negara Republik Indonesia Tahun 2014 Nomor 6. Jakarta.

Peraturan Pemerintah Republik Indonesia Nomor 17 Tahun 2020 tentang Manajemen Pegawai Negeri Sipil.

Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 108 Tahun 2017 tentang Kompetensi Pemerintahan bagi ASN di Lingkungan Kemendagri dan Pemerintah Daerah.

Peraturan Menteri Dalam Negeri Republik Indonesia No. 11 Tahun 2018 tentang Pedoman Pengembangan Kompetensi Pegawai Negeri Sipil di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.

Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Republik Indonesia Nomor 3 Tahun 2020 tentang Manajemen Talenta Aparatur Sipil Negara.

Rahmawati, N. (2022). Implementasi Model Corporate University dalam Penguatan Kompetensi ASN di Kementerian Keuangan. Tesis Universitas Indonesia.

Rusilowati, U., & Ernawati, F. (2018). Pengaruh Gaya Kepemimpinan, Motivasi, dan Kepuasan Kerja terhadap Kinerja Pegawai (Studi Balitbang Kemendagri). *Jurnal Inovasi*.

Sari, M. (2022). Integrasi Sistem Data Kompetensi ASN dalam Peningkatan Kinerja Birokrasi. *Jurnal Reformasi Administrasi Negara*, Vol. 5 No. 1.

Sihombing, R. (2021). Analisis Kebutuhan Pengembangan Kompetensi Pegawai Negeri Sipil dalam Rangka Mendukung Reformasi Birokrasi Kementerian Dalam Negeri. *Jurnal Widya Iswara Indonesia*, 2(1), 41–52.

Sihombing, U. (2023). Analisis Kebutuhan Pengembangan Kompetensi Pegawai Negeri Sipil Dalam Rangka Mendukung Reformasi Birokrasi Kementerian Dalam Negeri. *Jurnal Widya Iswara Indonesia*, 4(1), 21-34.

Sindonews. (2022, Agustus 18). *Hanya 20% ASN Kemendagri yang benar-benar bisa diandalkan*. Diakses dari <https://nasional.sindonews.com>.

Sugiyono. (2019). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta.

Sutopo, A. (2023). Pengembangan Kompetensi ASN Melalui Model Corporate Learning di Instansi Pemerintah. *Jurnal Borneo Administrator*, Vol. 19 No. 2.

UKI Paulus. (2023). *Pengaruh Motivasi dan Kepuasan Kerja terhadap Kinerja Pegawai Pemerintahan Daerah*. *Jurnal Administrasi Publik*, 4(1), 66–74.

UNDP. (2016). UNDP Competency Framework: Technical Competencies for UNDP Staff. United Nations Development Programme.

Undang-Undang Republik Indonesia Nomor 5 Tahun 2014 tentang Aparatur Sipil Negara.

Utomo, T. (2023). Analisis Kesenjangan Kompetensi ASN sebagai Dasar Perencanaan SDM di Lingkungan Pemerintahan. *Jurnal Kebijakan Publik dan Manajemen ASN*, 5(2), 112–128.

World Bank. (2021). Public Sector Competency Framework Guidance Note. Washington, DC: World Bank.

World Bank. (2022). Building Effective Public Sector Capacity: Linking Competency Frameworks to Performance. Washington D.C.: The World Bank Group.