

Customization of Competency Development Through Management Model Analysis of Competency Development Needs for Civil Servants in the Work Area of PPSDM Ministry of Internal Affairs Region Bandung

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Abstract

Competency Development Planning is a bill for private employees and government organizations today. This article is entitled Competency Development Customization through the Competency Development Needs Analysis Management Model (AKPK) for Civil Servants in the Work Area of the Ministry of Home Affairs' PPSDM Regional Bandung, one of which is to respond to the above phenomenon. The purpose of this study is to obtain a model that meets the requirements in analyzing competency development needs. The method of this research is qualitative Research and Development (R&D) which is equipped with the SOAR (Strengths, Opportunities, Aspirations, and Results) analysis method. Data collection was carried out through: (1) documentation studies sourced from (a) research result documents published in journals related to competency development research and (b) competency development documents at competency development organizing institutions using activity implementation checklist sheets; and competency development documents using activity implementation checklist sheets; and (2) opinion polls using questionnaires related to the actual condition of employee competency. The data analysis technique uses simple descriptive statistics and qualitative analysis in the form of a Systematic Literature Review (SLR). The results of the analysis, synthesis, and recommend 3 (three) major stages of the Competency Development Needs Analysis (AKPK) business process: (1) Preparation of AKPK Facilitators which is carried out through AKPK facilitator training (Training of Facilitators); (2) Analysis of Competency Development Needs which is carried out in several stages and steps accompanied by a number of forms to be filled in and inputted into the AKPK information system (SI-AKPK). The analysis activity begins with the Competency Development Needs Analysis Workshop activity followed by the FGD activity; and (3) Preparation of AKPK Report, carried out through Report Preparation Facilitation.

Keywords: AKPK Management Model; Systematic Literatur Review (SLR)

Introduction

The low quality of public services due to the large gap in competence between civil servants is a symptom that is currently occurring. This symptom is also the basis for the difficulty in achieving macro development indicators. Several problems are noted as the cause of the emergence of the competence gap, including the following.

- In regional apparatus, this competence gap can be caused by national or regional development planning not being used as a reference for planning education and training needs;
- At the agency level, the development of human resources for civil servants is not yet synergistic or even integrated with the strategic plan for development planning that has been set;
- There is a tendency that competence development is not yet based on the need to achieve the strategic plan, but rather prioritizes dropping obligations as a formality of compliance with the rules; and
- A narrow understanding that tends to be partial that competence development can only be done through education and training, has not been pursued with a variety of patterns as in the current regulations on competence development for civil servants.

Observing the above symptoms, the Center for Studies and Education and Training III of Civil Servants at the Center for Studies on the Performance of Civil Servants of the State Administration Institution (PKP2AIII-LAN, 2016) presented its findings as follows.

- Low competence and performance of local government apparatus;
- Job competency standards have not been prepared;
- Job analysis has not been prepared;
- Lack of attention from local governments regarding the budget for education and training activities;
- Many employee development programs that are not based on an analysis of the current needs for developing personal and organizational competencies.

Signs such as those above indicate that the need for developing the competence of regional and central civil servants has not been fully met based on recruitment policies alone. Therefore, efforts to improve the quality of the State Civil Apparatus with the concept of management, arrangement, and development of ASN competence are the core of the roadmap for the transformation of quality state apparatus, and are crucial to achieving regional development goals that are in line with and support national development. In terms of developing the competence of the apparatus, this is a challenge for state administration and public administration organizers in Indonesia.

One of the subsystems that is the first stage in the process of managing, structuring, and developing the competency needs of state apparatus is conducting a Competency Development Needs Analysis (AKPK). The results of the AKPK will fulfill the roadmap for structuring and

mapping the competency development needs of state apparatus personnel. The AKPK can be used for the following things.

- Identifying strategic competency development needs to increase the capacity of the apparatus in meeting service demands nationally and globally;
- Strengthening the mainstream of competency development in the form of budget reallocation for competency development
- Supporting the preparation of national work and competency standards; and
- Materials for compiling employee competency development plans at the center/region/organization/work unit

For institutions that organize education and training for human resource development, implementing AKPK activities is a separate bill to fulfill the need analysis on what competency needs must be developed by each employee to be reported to stakeholders and followed up as recommendations for competency development activities.

PPSDM Regional Bandung as an educational and training institution with the status of UPT under the Human Resources Development Agency (BPSDM) of the Ministry of Home Affairs has a work area of guidance: ASN in the Regency/City of Lampung Province, West Java Province, DKI Jakarta Province, Banten Province, West Kalimantan Province, South Kalimantan Province, North Kalimantan Province, East Kalimantan Province, and Central Kalimantan Province (BPSDM Kemendagri, 2021).

By looking at the phenomenon as explained above, the researcher carries the theme of the AKPK training management model in Writing Scientific Papers (KTI) Scientific Orations of Widyaishwara with the title "Customization of Competency Development through the Competency Development Needs Analysis Management Model (AKPK) for Civil Servants in the Work Area of PPSDM Kemendagri Regional Bandung.

The formulation of the problem is stated in the form of a research question or Research Question by referring to the needs of the chosen topic. The following are the Research Questions (RQ) proposed in this study.

- (1) RQ 1: What models have been developed in analyzing the needs for civil servant competency development over the past five years?
- (2) RQ2: What models have quality and meet the conditions/requirements required (eligible) in analyzing the current needs for civil servant competency development?
- (3) RQ3: What are the prospects for developing a management model for analyzing civil servant competency development in the work area fostered by the Ministry of Home Affairs' PPSDM Regional Bandung?

Based on the research questions as stated above, the author sets the objectives of this study as follows.

- (1) Describe the picture of the research results regarding the models that have been implemented in analyzing the needs for civil servant competency development
- (2) Obtain a business process model for competency development analysis as an eligible management model in conducting AKPK
- (3) Recommend the use of alternative prospective AKPK management models for civil servants in the work area fostered by the Ministry of Home Affairs' PPSDM Regional Bandung
- (4) In general, this study can contribute ideas based on empirical evidence on how efforts are made to build a competency development training management model for civil servants in the area fostered by the Ministry of Home Affairs' PPSDM Regional Bandung. Specifically, it is expected to provide benefits:
 - (5) for researchers and structural and functional officials at the PPSDM Kemendagri Regional Bandung to increase insight into alternative management models for Competency Development Needs Analysis;
 - (6) to provide ideas on alternative models for AKPK training management according to the needs of personnel managers in the PPSDM Kemendagri Regional Bandung area;
 - (7) to be useful for Stakeholders who organize training as holders of autonomy to increase their responsibility and participation in efforts to provide services to fulfill 20 hours of mandatory competency development lessons for civil servants in their work areas; and
 - (8) it is expected to be valuable input for policy makers, both for BKPSDM/BKPP in districts/cities and provinces as well as at PPSDM Kemendagri Regional Bandung, or BPSDM Kemendagri and the State Administration Institute (LAN) as the fostering agency, so that it can provide alternative training management models that are in accordance with the demands of civil servant competency development needs.

Literature Review Corporate University (CorpU) Thinking Framework and ADDIE Model in Employee Competency Development

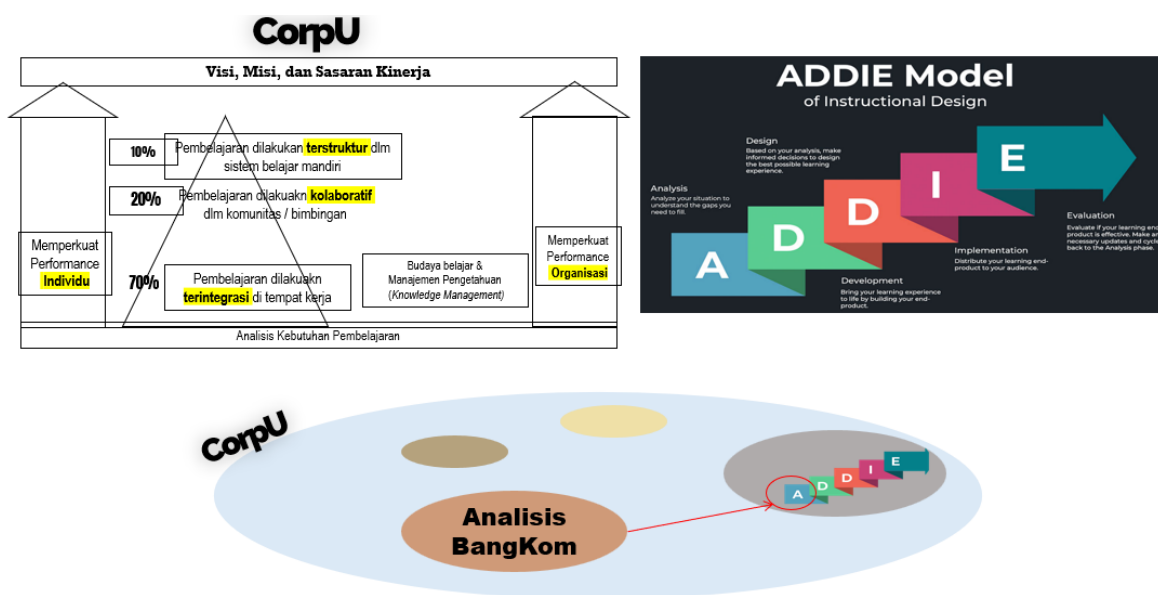


Figure 1. Corporate University (CorpU) Thinking Framework and ADDIE Model in Employee Competency Development

The issuance of Per LAN No. 6_2023 concerning the Integrated Competency Development Learning System (Corporate University) and technically explained through Kep Ka LAN No. 306_K.1_HKM.02.2_2024 concerning Guidelines for the Implementation of the Integrated Competency Development Learning System (Corporate University) inspired the author's thoughts that CorpU is the big house of the conceptual framework of this research. Adopting the Ministry of Finance which has previously implemented CorpU through the CorpU paradigm shown in the image above.

The Competency Development Model with a 70:20:10 concept like this elaborates on learning culture and knowledge management. 70% of activities are integrated learning in the workplace through direct practice (for example: detasering (second-ment), internships/work practices, and exchanges between civil servants and private employees/state-owned enterprises/regional-owned enterprises, read: Per LAN No. 10_2018-BangKom PNS); 20% of activities are realized in the form of collaborative learning through communities or entities in

the form of guidance or interaction involving observations of other parties (for example: coaching, mentoring, and benchmarking, read: Per LAN No. 10_ 2018-BangKom PNS); and 10% of activities are in the form of training activities inside/outside the classroom/blended either in the form of independent or distance learning (for example: training, courses, workshops, seminars, technical guidance, or seminars, read: Per LAN No. 10_ 2018-BangKom PNS).

At the Agency Level, it increasingly gives the author confidence in how the concept of organizing integrated competency development is a promising future trend and supports the interests of personal and organizational competency development needs.

ADDIE (Analyze, Design, Develop, Implement, and Evaluate. CDC, 2018) as a framework for the training development process. Analyze. "Analyze your situation to understand the gaps you need to fill." In general, this stage includes activities to identify learning needs, learning objectives, and analysis of available learning resources. Things that are considered in line with the development of employee training as the theme of this paper, the analysis activities of ADDIE include:

- Validating performance gaps.
- Formulating what will become learning objectives.
- Identifying student characteristics.
- Identifying learning resources needed.
- Determining the right learning strategy (including cost estimates).
- Preparing a project management plan

The next stages in the form of Design, Development, Implementation, and Evaluation are stages that are specifically more focused to be applied to the ongoing learning action process.

CorpU becomes the universe of discussion of competency development. One of CorpU's subsets is the competency development needs identification analysis. If this analysis is carried out and the results are used as a reference for the type of personal and organizational competency development needs, then the next stage is to execute the 70:20:10 proportion of each type of bangkom that has been determined as the need. Therefore, it is very crucial when supporting CorpU by instilling the Analysis stage (as the initial stage of the ADDIE model) as a framework for thinking about employee competency development, then it is not excessive if the two concepts become a big house as well as a knowledge management strength from an activity called competency development needs analysis.

Competency Development Needs Analysis (AKPK)

Human Resources (HR) of civil servants dominate the role in making organizational performance a success. Consecrated as the capital of the organization, HR of civil servants needs systematic, integrated, and continuous development and empowerment.

Government Regulation Number 11 of 2017 which was subsequently amended in Government Regulation 17 of 2020 concerning Amendments to Government Regulation Number 11 of 2017 concerning Civil Servant Management states that competency development is an effort to fulfill the competency needs of civil servants with job competency standards and career development plans.

The competency needs analysis of civil servants is carried out as part of the HR management activities of civil servants whose aim is to obtain a mapping of the competency development needs of civil servants, whether the development is through training or non-training?

Referring to the writing of Iwa, Asep H. and Sudrajat (2021) which describes the AKPK thought process as follows

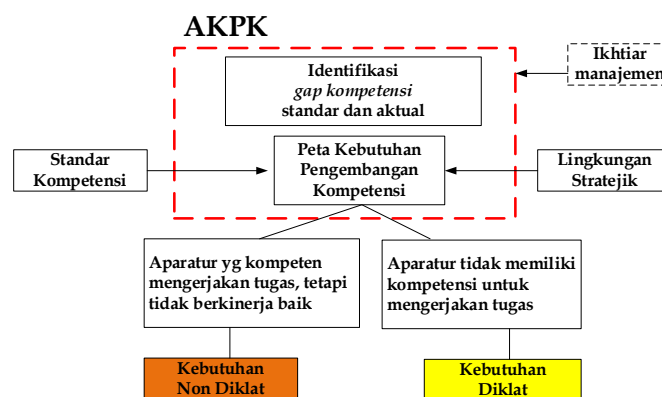


Figure 2. AKPK Thought Flow (Iwa, Asep H. and Sudrajat. 2021)

The ASN Law (Law No. 20/2023 – ASN) mandates the need for ASN competency determination. Then followed by PP No. 11/ 2017 - Civil Servant Management which strengthens the need for competency-based ASN development planning. This was responded to by the KemenPAN-RB through PermenPAN-RB No. 38/ 2017 concerning ASN Job Competency Standards, which in essence increasingly emphasizes the management and arrangement of apparatus competencies by attaching to the regulation an explanation of the form of competency standards based on job groups. On the other hand, the realization of operational competency development with the birth of PerLAN RI No. 5/2018 concerning ASN Employee Competency Development

The legislation as mentioned above is a reference for the development of state apparatus competencies today. ASN Management contains a major plan called the Competency

Development Plan, in which there is a section called Competency Development Needs Analysis. According to PerLAN RI No. 5/2018, competency development needs and plans include: types of competencies that need to be developed; target civil servants whose competencies will be developed; types and pathways of competency development; competency development organizers; schedule or time of implementation; suitability of competency development with curriculum standards from competency development agencies; and the budget required.

The competency development information system contains competency development needs and plans. Nationally, the preparation of a competency development plan is needed to meet the competency needs map that supports the achievement of development and government goals and targets. Nationally, Per LAN RI No. 5/2018 concerning the Development of ASN Employee Competencies, explains the preparation of competency development plans in the form of Technical Competencies, Managerial Competencies, and Socio-Cultural Competencies

The implementation of ASN competency development should ideally be in accordance with the planning of competency development that has been agreed upon and determined. In general, competency development can be carried out in the form of: education and training (diklat) and non-education and training (non-diklat).

AKPK Training Management

Training management is one of the bills in the technical competence of the Main Expert Widyaiswara related to the technical competence of managing training learning. The main WI is expected to be able to develop new concepts and techniques in managing ASN training learning (KepMenPAN-RB No. SKJ.1 / 2023 concerning Widyaiswara Job Competency Standards). Finding an alternative AKPK training management model is a realistic effort to package competency development analysis in the context of training as a form of widyaiswara bill in developing their technical competencies. The hope is, of course, that it can be an alternative choice regarding the competency development analysis training model for personnel managers who are tasked with recommending what type of competency development is right for employees (PP No. 11 of 2017 and its amendment No. 17 of 2020 concerning Civil Servant Management).

Linking efforts to find alternative training models with widyaiswara bills in developing their technical competencies, especially in developing training programs, finding an alternative AKPK training management model is a realistic effort to carry out competency development analysis activities in the context of training. The hope is, of course, that it can be an alternative choice regarding the competency development analysis training model for personnel managers

who are tasked with recommending what type of competency development is appropriate for employees according to PP No. 11 of 2017 and its amendment No. 17 of 2020 concerning Civil Servant Management.

The basis for AKPK training management is Law No. 20/2023-ASN; PP No. 11/2017 and its amendments PP No. 17/2020-PNS Management; PerLAN No. 5/2018-Bangkom Peg ASN; and PerLAN No. 10/2018-Bangkom PNS. The legislation mandates 20 JP as an obligation to fulfill the competency development needs for civil servants every year, in the end each civil servant is recommended what competency development they must go through.

The basis for this is realized into training-based activities. This is done in line with the widyaiswara bill to develop technical competencies, one of which is the technical competency of managing training learning. Therefore, referring to the Decree of the Minister of Administrative and Bureaucratic Reform No. SKJ.1 of 2023 concerning the Competency Standards of Widyaiswara Positions, the packaging must be based on training by prioritizing the creativity of new models (discovery) or reinvention of existing ones.

Ideally, training begins with planning. Based on the AKPK training management foundation as above, the flow of competency development training management is interpreted as:

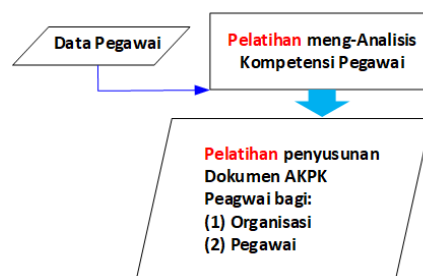


Figure 3. Interpretation of AKPK Training Management according to Applicable Laws

An alternative model that can be offered is an elaboration of the diagram above. Of course, the elaboration in question is the result of developing literature studies on a number of studies that have been conducted by previous researchers. Based on this, AKPK training management is provided at the beginning of the implementation of AKPK activities, namely AKPK facilitator preparation training or commonly called Training of Facilitators (ToF). Ideally, the alternative model above is delivered during the AKPK Preparation ToF. In the ToF activity, at least about: how to prepare the AKPK team, how to implement AKPK following AKPK guidelines, and how to prepare AKPK reports. At its peak, a competency development proposal is issued which is submitted by personnel and regional apparatus as a form of organizational obligation in providing competency development services from the organizational side.

Customization

Customization is the process, method, or act of changing something (computer appearance, cellphone, and so on) so that it becomes more in accordance with the conditions desired by someone (KBBI, 2023). The author chose the diction of customization because there is a current contrasting phenomenon compared to the term standardization. As stated by Jin, L., He, Y., Song, H., (2012), "Customization has become increasingly popular compared to standardization because of the possibility for consumers to determine services according to their wishes" and the statement (Fornell et al, 1996) that customization is increasingly important for service quality especially when there is heterogeneity and competition. Moreover, when associated with the types, paths, and forms of current competency development according to Per LAN No. 10_ 2018-BangKom PNS: Ps 27, Ps 28, Ps 29 and Per LAN No. 5_ 2018 - Bangkom Peg ASN: competency development through training management models is an interesting thing to study

Methods

The framework of this research is described as follows :

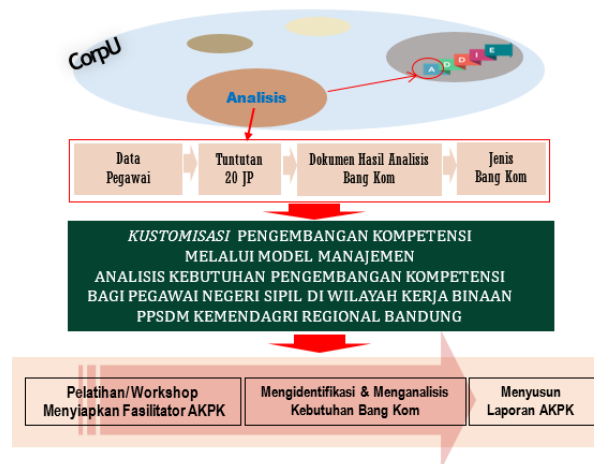


Figure 4. Research Framework

The framework of this research shows that organizing training occurs through efforts to customize input components, namely stakeholder demands and factors that are grouped into general and specific phenomena that are managed through a process of analyzing the needs of the bangkom to produce output in the form of an AKPK document. The method that is considered appropriate to the needs of this research framework is qualitative research and development (R & D). Referring to Sugiyono's opinion (2014), "the research and development method or Research and Development is a research method used to produce certain products,

and test the effectiveness of these products". The author hopes that this KTI product will produce something new (novelty) in the form of an AKPK management model for administrators of apparatus training in the work area fostered by the PPSDM Kemendagri Regional Bandung. Complementing this method, the author sharpens it through the SOAR analysis method to find the cause of the main problem related to the identification of competency development that has been carried out by the managers of bangkom activities. SOAR (Strengths, Opportunities, Aspirations, and Results) is a very positive framework that can be used for strategic thinking and analysis that enables an individual, team, or organization to create a strategy and/or strategic plan to build its future through collaboration, shared understanding, and commitment to action (Watkins, Mohr, & Kelly, 2011).

internal external	STRENGTH (S)	OPPORTUNITIES (O)
ASPIRATIONS (A)	strategi SA	strategi OA
RESULT (R)	strategi SR	strategi OR

Figure 5. SOAR Analysis Map

In relation to the results of the SOAR analysis as illustrated in the SOAR analysis map, the strategy that can be carried out to find the main cause of the problem is to combine SA, SR, OA, and OR strategies, namely

"Facilitating institutions that organize competency development that are under the guidance of PPSDM Regional Bandung, both Province and Regency/City through uniform understanding of the business process of analyzing structured and massive competency development needs in order to map the needs of 20 JP bangkom apparatus both personally and organizational needs in order to meet various types and channels of bangkom apparatus resources, both training and non-training."

Sources of data for this research informants: (1) A number of studies published in research journals that are displayed in electronic database web engines such as Google Scholar, [Neliti], Proquest.; (2) data from documentation studies sourced from competency development documents at institutions that organize competency development in Regency/City/Province that are under the guidance of PPSDM Kemendagri Regional Bandung.; and (3) statement of survey results to employees/managers of competency development at the institution organizing competency development in the Regency/City/Province that is under the guidance of the PPSDM Kemendagri Regional Bandung.

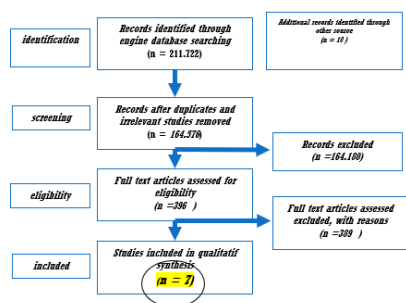
Data collection was conducted through: (1) Documentation study; (2) Poll using a questionnaire related to the actual condition of employee competency and management of competency development activities to a number of competency development activity managers (bangkom). The contents reveal the efforts of managers: (1) in providing PNS Profile data containing a history of their competency development; (2) regarding inventory activities and recapitulation of employee competency gaps

according to behavioral indicators per competency; and (3) compiling a PNS competency development plan according to the proposal of the Regional Apparatus

Data analysis was conducted by: (1) literature search using electronic database search engines such as Google Scholar, [neliti], Indonesian Policy Study Repository, or others and citation and reference manager: using the Mendeley application; (2) Following the SLR flow using the PRISMA 2009 flow diagram technique by Compiling a Summary Table of Journal Article Search Results based on keywords according to the selected Search Engine Electronic Database; and (3) using simple descriptive statistics to obtain % of the conclusions of the document review and opinion poll.

Results and Discussion

The results of the PRISMA 2009 flow diagram for the Journal Search SLR are obtained as follows.



No	Identitas Artikel/ Hasil Penelitian
1	Pengembangan Kompetensi PNS Dalam Penerapan Pelatihan Nonklasikal Pada Era Revolusi Industri 4.0 Di BPSDM Prov Sul Sel Basri, Wahyu Saputra; Huseno, Tun; Johannes, Ayu Widowati Institut Pemerintahan Dalam Negeri, 2021
2	The Importance of Competency Model Development Staškeviča, Āija Jurnal Acta Oeconomica Pragensia, 2019
3	Analisis Kebutuhan Diklat Pegawai Negeri Sipil Berbasis Kesenjangan Kerja Unit Kerja Di Lingkungan Pemerintah Kota Mojokerto Ngindana, Rispia; Hermawan, Romy Jurnal Inovasi Ilmu Sosial dan Politik (IISoP), 2019
4	Analisis Kebutuhan Pengembangan Kompetensi Pegawai Negeri Sipil Dalam Rangka Mendukung Reformasi Birokrasi Kemdagri Sihombing, Urkanus BPSDM Kemendagri, Jurnal Widyaiswara Indonesia, 2022
5	Analisis kompetensi pegawai sebagai dasar perencanaan pengembangan kompetensi Pegawai di Dinas P2KBP 3A Kab. Kediri Munaf, Fanny Mahathir Repository Universitas Negeri Malang, 2022
6	Findings from a training needs analysis survey to support health professionals across the research lifecycle Margaret Furnell Health Information & Libraries Journal, 2020
7	Analisis Kebutuhan Pengembangan Kompetensi di BPSDM Kementerian ESDM Pulungan, Zainul M Jurnal Aparatur, 2022

The results of the document availability search are as follows.

Kuantitatif Ketersediaan Dokumen AKPK (sampling purposif)

No.	Wilayah	Uraian Ketersediaan		
		Profil PNS	Check list penilaian pegawai setiap level oleh atasan dan sejawat tentang kesenjangan kompetensi setiap indikator perilaku	Usulan Perangkat daerah tentang Rencana Pengembangan Kompetensi PNS
1	Kab/ Kota Prov Lampung	100%	96%	80%
2	Kab/ Kota Prov Jawa Barat	100%	98%	91%
3	Kab/ Kota Prov DKI Jakarta	100%	98%	90%
4	Kab/ Kota Prov Banten	100%	96%	66%
5	Kab/ Kota Prov Kal Bar	100%	92%	72%
6	Kab/ Kota Prov Kal Sel	100%	93%	73%
7	Kab/ Kota Prov Kal Ut	100%	92%	62%
8	Kab/ Kota Prov Kal Tim	100%	93%	73%
9	Kab/ Kota Prov Kal Teng	100%	92%	62%
Rerata		100%	94%	74%

Kuantitatif Tracing Jajak Pendapat Kondisi Aktual Komp Peg dan Pengelolaan Keg Bangkom (sampling purposif)

No.	Wilayah	Uraian Kegiatan				
		Menyediakan profil PNS ttg Riwayat Bang Kom	Menginventarisasi gap kompetensi peg sesuai indikator perilaku per jenis dan komponen kompetensi	Merekapitulasi gap kompetensi pegawai	Meminta usulan renc Bang Kom PNS kpd PD	Menyusun renc Bang Kom PNS sesuai usulan PD
1	Kab/ Kota Prov Lampung	86%	35%	35%	86%	88%
2	Kab/ Kota Prov Jawa Barat	89%	46%	46%	89%	89%
3	Kab/ Kota Prov DKI Jakarta	90%	51%	51%	90%	92%
4	Kab/ Kota Prov Banten	67%	24%	24%	67%	70%
5	Kab/ Kota Prov Kal Bar	54%	27%	27%	54%	60%
6	Kab/ Kota Prov Kal Sel	63%	28%	28%	63%	73%
7	Kab/ Kota Prov Kal Ut	60%	22%	22%	60%	73%
8	Kab/ Kota Prov Kal Tim	51%	30%	30%	51%	89%
9	Kab/ Kota Prov Kal Teng	50%	21%	21%	50%	74%
Rerata		68%	32%	32%	68%	79%

The results of the survey are as follows.

- In general, only employee profiles are available in full, while data on employee budget needs are not yet available or have not been optimally attempted.

- Training institutions tend not to inventory competency gaps for each behavioral indicator in full, managerial, socio-cultural, technical, and even government competencies. What exists is: 1) inventory of training activities that have not been trained in regional apparatus and 2) inventory of regional apparatus that were subjected to similar training in the previous year.
- BKPSDM/BKPP/BPSDM prepares budget plans but are generally not based on proposed organizational and personal employee needs. Planning activities tend to be top-down from the BKPSDM/BKPP/BPSDM institutions to be known and proposed by participants according to the list of training activities to be held by the training organizer
- Budget analysis activities tend to be absent or do not occur, including guidelines and documents of the results of their analysis.

Results of Analysis and Synthesis Answering Research Questions

Analysis and Synthesis to answer RQ 1

• Dari tulisan Basri, Wahyu Saputra; Huseno, Tun; Johannes, Ayu Widowati (Jurnal IPDN, 2021) belum dpt menjawab RQ1. Penelitian ini hanya sampai pd memutuskan pentingnya penerapan pelatihan jenis non klasikal .

• Jurnal Acta Oeconomica Pragensia, tulisan Staškeviča, Aija (2019), merekomendasikan model kompetensi utama dalam konteks *life long education*. Tulisan ini lebih banyak mengemukakan betapa pentingnya model bangkom. Tetapi belum membahas bagaimana caranya menganalisis kebutuhan bangkom.

• Ditemukan model yg diusulkan beberapa pakar, tetapi tidak menitik pd model apa yg digunakan untuk menganalisis bangkom sesuai pertanyaan penelitian (RQ1).
• Hal ini memberi peluang diusulkannya gagasan kreatif tentang model AKPK

Analysis and Synthesis to answer RQ 2

• Tulisan Urkanus S. (Jurnal Widwaiswara Indonesia, 2022) mengusulkan model bangkom PNS dg pendekatan sistem *input – proses – output / benefit* untuk mendukung reformasi birokrasi Kemendagri. Tetapi, artikel ini blm memberikan alternatif jawaban bgm menganalisis kebutuhan bangkom PNS Kemendagri. Lebih mendeskripsikan alasan mengapa capaian IP ASN/ PNS Kemendagri tergolong rendah

• Tulisan Ngindana, Rispa; Hermawan, Romy; 2019 pada Jurnal JISoP. Kelebihannya, artikel ini menyajikan hasil rekapitulasi kebutuhan diklat beberapa perangkat daerah sbg dasar perencanaan diklat berdasarkan kesenjangan kompetensi. Kekurangannya, artikel ini tidak mengupas bagaimana analisis kesenjangan yg dilakukan shg muncul daftar kebutuhan diklat. Kegiatan analisis yg diusung dari penelitian ini adalah dg melakukan wawancara, survey dan observasi terhadap ASN

• Ditemukan model yg diusulkan beberapa pakar, seperti model *input-proses-output* dan menggunakan keg. wawancara, survey, obeservasi thd ASN. Tetapi tidak bisa menjawab secara eksplisit dan teknis bgm menganalisis bangkom sesuai pertanyaan penelitian (RQ2).
• Tidak ditemukan pula peneliti yg menyampaikan proses bisnis analisis identifikasi kebutuhan bangkom
• Memperlihatkan belum adanya model yang *eligible* secara teknis untuk dijadikan pedoman AKPK.

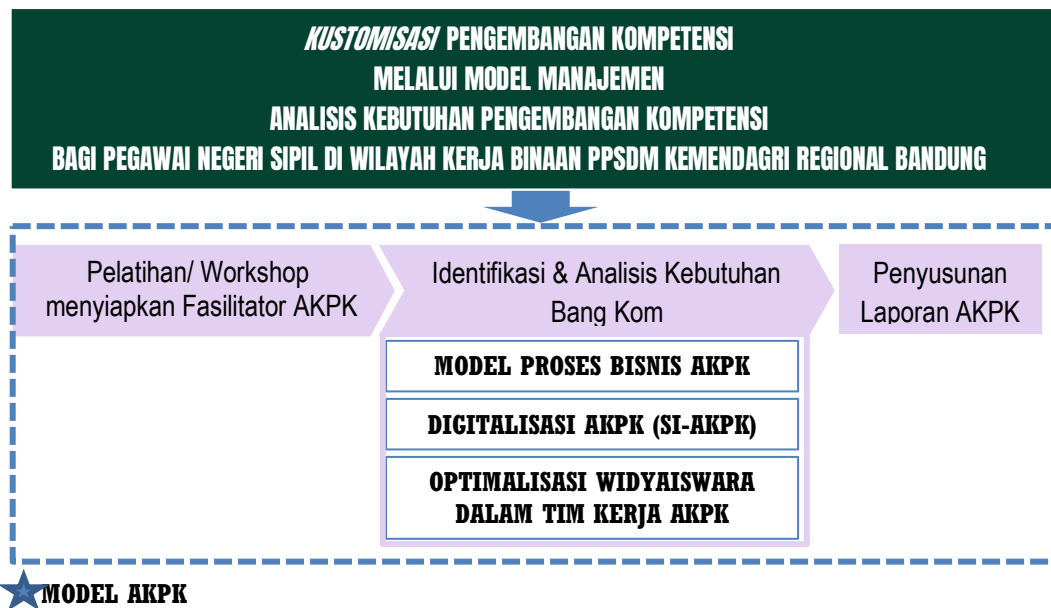
Analysis and Synthesis to answer RQ 3

• Artikel penelitian A Munaf, Fanny Mahathir, 2022 pd Repository UNM mengungkap cara menganalisis kompetensi pegawai. Tetapi, tdk mengupas bgm analisis kuantitatif dilakukan shg mendapatkan kesimpulan persentase ketercapaian kompetensi di bawah 70 persen dari 8 kategori.

• Tulisan Margaret Purnell pd Health Information & Libraries Journal, 2020 mengungkap sejumlah pelatihan yg dibutuhkan dg merujuk pd literatur di perpustakaan ttg sejumlah kompetensi Kesehatan. Tetapi, pengumpulan datanya langsung menyebarkan 16 pertanyaan terbuka ttg kebutuhan pelatihan tanpa melihat gap kompetensi terlebih dahulu.

Hal yang prospektif untuk menjawab pertanyaan penelitian (RQ2) mendorong sintesis bagi penulis untuk memikirkan :
(1) Bagaimana menyiapkan fasilitator pengembangan kompetensi
(2) Bagaimana proses bisnis dan generasi

Innovation and Novelty Recommendations



The activities are:

- (1) Implementing training/workshops to prepare AKPK facilitators
- (2) Preparing and standardizing the business process model for competency development needs analysis;
- (3) Inclusively optimizing the role and function of widyaiswara as program guardians in AKPK activities;
- (4) Forming an AKPK TEAM
- (5) Utilizing digital (temporarily using the AKPK SI prototype) as a tool that helps facilitate the input process for analysis activities.
- (6) Encouraging the birth of the "AKPK Corner" (AKPK Corner)
 - a. a forum for discussion, facilitation, and recommendations
 - b. a forum for current information sources in facilitating competency development information needs.

Conclusion

- a. Competency development planning The organizers of civil servant training in the Bandung Regional PPSDM foster environment have not utilized a massive model as a guideline in identifying competency development needs. Only employee profiles are available in full, while data on employee competency development needs have not been optimally utilized. There is no inventory of competency gaps for each behavioral indicator that completely contains managerial, socio-cultural, technical, and even government competencies. Planning activities tend to be top-down from the training organizing institution (BKPSDM/BKPP/BPSDM) to the public, not based on proposals from the Regional Apparatus (PD). The Regional Apparatus only needs to propose participants according to the training list provided. Competency development analysis activities tend to be absent or even do not occur, including guidelines and documents of analysis results for follow-up.
- b. No business process model for competency development analysis was obtained as a systematic and structured management model that has quality and meets the conditions/requirements required (eligible) in carrying out AKPK. The results of journal searches have not yet clearly conveyed the business process framework of AKPK. In general, it is done like data collection activities in traditional research by utilizing interview instruments, questionnaires, or limited group discussions. This was also done without any preliminary activities that reflected that the competency development activities were undertaken because there was a discrepancy or unavailability of employees
- c. Prospective proposal for the development of a competency development needs analysis management model for civil servants in the work area fostered by the Ministry of Home Affairs' PPSDM Regional Bandung, namely Customization of Competency Development Through the Competency Development Needs Analysis Management Model for Civil Servants in the Work Area Fostered by the Ministry of Home Affairs' PPSDM Regional Bandung.

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