



VOCATIONAL EDUCATION CURRICULUM DEVELOPMENT POLICY COMPETENCY-BASED AT INSTITUTE OF HOME AFFAIRS GOVERNANCE

Eskandar

Institute of Home Affairs Governance

Ir. Soekarno Km. 20 St., Jatinangor, Sumedang, West Java, Indonesia

E-mail: eskandarchan@gmail.com

Abstract

Institute of Home Affairs Governance (IPDN) plays a crucial role in producing competent graduates as Civil Servants (ASN), prepared to enhance public services and governance. However, IPDN's curriculum is often criticized for being overly generic and insufficiently responsive to the diverse conditions encountered across various regions in Indonesia. As a result, IPDN graduates often struggle to deliver solutions that align with the specific needs of regions, resulting in suboptimal contributions to regional development. This policy paper aims to identify the underlying issues in the formulation of competency-based vocational education curriculum policies at IPDN. The research employed a descriptive, qualitative approach, with data collected through interviews, documentation, and literature studies. The findings indicate that the development of a competency-based vocational education curriculum at IPDN incorporates the integration of digital technology and e-government systems. Soft skills, along with problem-based learning and projects, will increasingly align with contemporary needs, resulting in graduates who possess not only technical competence but also digital skills, leadership abilities, and critical and innovative thinking for effective problem-solving. The proposed policy recommendations include the immediate formation of a curriculum design team by IPDN's Rector to integrate digital technology and e-government into the learning framework; the development of specialized modules aimed at enhancing communication skills, ethics, collaboration, and leadership; and the design of a curriculum that incorporates real-world challenges encountered by central and regional governments as educational materials.

Keywords: Leadership, Learning, Curriculum Development, Vocational Education, Digital Technology

Abstrak

Institut Pemerintahan Dalam Negeri (IPDN) memiliki peran strategis dalam mencetak lulusan yang kompeten sebagai Aparatur Sipil Negara (ASN) yang siap berkontribusi pada pelayanan publik dan tata kelola pemerintahan. Salah satu permasalahan yang muncul adalah kurikulum IPDN cenderung terlalu generik dan kurang adaptif terhadap kondisi yang dihadapi oleh berbagai daerah di Indonesia. Hal ini menyebabkan lulusan IPDN mengalami kesulitan dalam memberikan solusi yang sesuai dengan kebutuhan daerah yang spesifik, sehingga kontribusi mereka dalam pengembangan daerah bisa kurang optimal. Tujuan penulisan policy paper ini adalah untuk menemukan akar permasalahan yang dihadapi dalam perumusan kebijakan pengembangan kurikulum pendidikan vokasi berbasis kompetensi di IPDN. Metode yang dipergunakan adalah metode deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data menggunakan teknik wawancara, studi dokumentasi/studi kepustakaan. Kesimpulan yang diperoleh adalah pengembangan kurikulum pendidikan vokasi berbasis kompetensi di IPDN mencakup integrasi teknologi digital dan sistem e-government, soft skills, dan pembelajaran berbasis masalah dan proyek akan lebih relevan dengan kebutuhan zaman, melahirkan lulusan yang tidak hanya kompeten secara teknis, tetapi juga memiliki kecakapan digital, kemampuan kepemimpinan, serta kemampuan berpikir kritis dan inovatif dalam memecahkan masalah. Rekomendasi kebijakan yang diusulkan, yaitu Rector IPDN segera membentuk Tim perancang kurikulum yang mengintegrasikan teknologi digital dan e-government sebagai bagian penting dari pembelajaran; mengembangkan modul khusus yang berfokus pada penguatan keterampilan komunikasi, etika, kolaborasi,

dan kepemimpinan; serta merancang kurikulum yang menggunakan masalah-masalah nyata yang dihadapi oleh pemerintah pusat dan daerah sebagai materi pembelajaran.

Kata Kunci: *Kepemimpinan, Pembelajaran, Pengembangan Kurikulum, Pendidikan Vokasi, Teknologi Digital*

I. INTRODUCTION

Vocational education in Indonesia has evolved to address particular labor market demands, especially in enhancing workforce competency in designated sectors. The Institute of Home Affairs Governance (IPDN) plays a crucial role in producing proficient graduates as Civil Servants (ASN), prepared to enhance public service and governance. Establishing a competency-based curriculum at IPDN is crucial to equipping graduates with the technical and managerial skills required to address the demands of modern bureaucracy.

The Indonesian government has consistently advocated for bureaucratic reform aimed at enhancing transparency, accountability, and efficiency in governance. Civil servants (PNS), including IPDN graduates, serve a crucial function as agents of change in this context. IPDN plays a strategic role in developing a superior, professional, competitive, and integrated domestic government apparatus. Considering the dynamics of government and the complex demands of society, IPDN graduates must possess high competitiveness to effectively fulfill their duties and functions.

Proper regulations are essential for enhancing the quality of IPDN graduates, enabling their adaptation to the evolving challenges of the global era. This involves a thorough analysis of current curricula to identify deficiencies and pinpoint areas necessitating improvement, as well as the development of competencies required for graduates to perform government and public administration duties effectively.

In response to the challenges that arise from globalization and digitalization, IPDN must develop a curriculum that integrates both theoretical knowledge and vocational training, ensuring that graduates possess practical skills aligned with real-world demands. The creation of a government vocational curriculum seeks to prepare

graduates for employment, enhance their adaptability, and enable them to contribute effectively to government operations.

The development of regional autonomy necessitates curriculum adaptation to address specific challenges encountered by local governments, including regional financial management, community empowerment, and regional development. The IPDN curriculum is often criticized for being overly generic and insufficiently responsive to the diverse conditions encountered across different regions in Indonesia. As a result, IPDN graduates often struggle to deliver solutions that align with the specific needs of the region, thereby limiting their contribution to regional development.

The evaluation and updating of the curriculum at IPDN are frequently not conducted systematically and continuously. Assessing the effectiveness of the competency-based curriculum requires feedback from stakeholders, including alumni, graduate users, and government agencies; however, this practice is inconsistently applied and remains infrequent.

According to Law Number 20 of 2003 concerning the National Education System, the curriculum is defined as a collection of plans and arrangements that encompass objectives, content, learning materials, and methods, serving as guidelines for organizing learning to attain specific educational goals. The curriculum is a structured program designed and executed to meet educational objectives (Wati, Fatma, et al., 2022:631).

Curriculum must consistently evolve in response to changes and advancements. Consequently, curriculum change is feasible. To effectively address the unpredictable nature of the evolving world and equip students with essential knowledge in science

and technology, continuous revisions to the curriculum are necessary.

Herman et al. (2023:95-96) indicate that curriculum changes may be either partial or comprehensive:

a. Partial changes

Changes occur solely within a component (element), with only minor modifications noted in the curriculum. During this gradual change process, modifications to one component may not influence other components. Significant changes to a course's curriculum can occur independently of alterations to the teaching method or assignment assessment system.

b. Major changes

Curriculum changes can occur across the entire school, indicating that all components of the curriculum are susceptible to modifications in organization, strategy, and implementation.

Vocational education in Indonesia encounters the challenge of a curriculum that requires continual adaptation to evolving societal needs. Bureaucratic reform necessitates proficient civil servants who are adaptable to change and possess relevant technical and managerial skills for public services. A competency-based curriculum is essential for equipping graduates to perform contemporary bureaucratic tasks effectively.

The vocational education program at IPDN can address this demand by revising its curriculum to enhance competitiveness and global relevance. The discrepancy arises from the misalignment between the curriculum at IPDN and the actual requirements of government bureaucracy, particularly in the context of dynamic changes such as bureaucratic reform, the push for digitalization, and the need for data-driven public services. A rigid and unresponsive curriculum may result in graduates being inadequately prepared to confront the challenges and complexities of their professional field. Consequently, IPDN graduates may encounter challenges in adjusting to new governmental roles that

necessitate specialized technical and interpersonal skills, including information technology management and conflict resolution.

Initial observations indicate that the vocational education curriculum at IPDN, while aimed at enhancing government capabilities, presents several issues. These issues include an emphasis on government and bureaucratic theories, limited integration of digital technology, inadequate development of soft skills, insufficient practical learning methodologies, a lack of collaboration with local governments and public agencies, assessments that prioritize academic performance, and insufficient focus on discipline and character development.

Research related to the development of a Competency-Based Curriculum (KBK) has been widely conducted. Mustofa, et al., (2023:242) concluded that KBK focuses on achieving graduate competencies so that graduates have competencies that are in accordance with the needs of the job market; KBK emphasizes active, creative, and enjoyable learning so that students can learn meaningfully and effectively; KBK requires educators and education personnel to continue learning and developing themselves, so that they can provide quality education services. Herman, et al., (2023:103-104), concluded that curriculum change is quite important considering the events that occur in society. When this happens, the natural consequence is how to handle the change by making it easier to produce better results and more capable of being applied in the field of education, both at the national and international levels. This will be better by implementing a good and efficient curriculum management system. Nanda et al., (2023:39), concluded that the curriculum development policy is one of the references for conducting curriculum evaluation, curriculum development, and curriculum implementation in study programs and is expected to be a practical guide so that it can help study program leaders, lecturers, and staff within the scope of the study program. Wijaya & Aida

Ritonga, (2023:1114), concluded that the steps for implementing the curriculum development policy at Madrasah Aliyah Negeri 2 Model Medan follows a top-down approach. This curriculum development policy makes the *madrasah* (Islamic school) implement two types of curriculum, namely the 2013 Curriculum and SKS. The implementation of this curriculum development policy involves teachers, staff, vice principal (WKM), and the Madrasah Committee. Meanwhile, Selamet et al. (2023:85) concluded that the Islamic education curriculum, in a historical review from the independence era to the reform era, has continuously evolved to adapt to changing conditions and needs. The development of the Islamic education curriculum is divided into three periods. First, during the Old Order period, there were three curriculum changes: the 1947, 1952, and 1964 curricula. Second, in the New Order era, there were four changes: the 1968, 1975, 1984, and 1994 curricula. Third, in the Reform era, there were three changes: the 2004 curriculum (KBK), the 2006 curriculum (KTSP), and the 2013 curriculum, which remains in use today. Meanwhile, in the review of Islamic education curriculum regulations, there are four categories: first, madrasah curriculum regulations follow Law Number 20 of 2003; second, *pesantren* (Islamic Boarding School) curriculum regulations adhere to Law Number 18 of 2019; third, Islamic religious college curriculum regulations are governed by Law Number 12 of 2012; and fourth, Islamic religious education curriculum regulations for public schools and campuses follow Law Number 20 of 2003.

This study is distinct from previous research, which primarily addresses curriculum development, as it specifically investigates competency-based vocational education curriculum development policies at IPDN. The author aims to investigate competency-based vocational education curriculum development policies at IPDN, specifically focusing on the reformulation of these policies. This study aims to identify the underlying issues in the formulation of

competency-based vocational education curriculum development policies at IPDN. It seeks to promote a curriculum that is practical, responsive to technological advancements, and emphasizes essential managerial and leadership skills. Additionally, the study provides recommendations for aligning the competency-based vocational education curriculum with the actual needs of the government and the dynamics of the global environment, ensuring relevance to the latest developments in government and technology.

LITERATURE REVIEW

Policy Concept

Dunn, as cited in Meutia (2017:71), defines policy formulation as the development and synthesis of alternative solutions to problems. In policy formulation, a forecasting process is conducted that involves evaluating plausible, potential, and normatively valuable futures. This includes estimating the consequences of proposed policies, identifying potential obstacles to goal achievement, and assessing the political feasibility of various options, including support and opposition. The policy formulation stage serves as the primary mechanism for addressing public issues identified in the government's agenda. This stage is more technical than the agenda-setting stage, which is predominantly political, as it employs various analytical techniques to facilitate optimal decision-making. During the policy formulation stage, officials develop alternative policies to address issues. According to Meutia (2017:72), policy formulation serves as a method for addressing issues identified by policy-making actors. From the array of potential solutions, the most effective policy alternative is selected.

This study examines the policy regarding the development of a competency-based vocational education curriculum at IPDN. The policy formulation process should select a policy that maximizes community benefits and is grounded in rational decision-making. A comparison is made between

sacrifice and the resulting outcomes. The rational approach prioritizes efficiency and economic considerations. The formulation stage arises when the government identifies public problems and acknowledges the necessity to address these issues. The primary challenge in public policy formulation lies in identifying policy problems and devising effective solutions to address them.

Curriculum Development Concept

Curriculum development involves the systematic planning and organization of objectives, content, learning materials, and instructional methods. This process aims to align educational activities with institutional goals and respond to evolving needs. Indriyanto (in Wijaya & Aida Ritonga, 2023:1104) suggests that curriculum development serves as an intervention in educational quality policy, as the curriculum constitutes a component of the software essential for effective teaching and learning activities. Suparlan (in Wijaya & Aida Ritonga, 2023:1104) defines curriculum development as the systematic process of planning and assembling a curriculum by developers, along with activities designed to ensure that the resulting curriculum serves as effective teaching materials and references for achieving educational objectives. Sukmadinata (in Wijaya & Aida Ritonga, 2023:1104) defines curriculum development as the planner, implementer, assessor, and developer of the curriculum. A curriculum should establish a foundation, deliver content, and serve as a guideline for the optimal development of student abilities in alignment with the demands and challenges of community development.

Moreover, Fatih et al. (2022:422) assert that curriculum development aims to achieve overarching values, concepts, issues, and skills that will constitute the curriculum, emphasizing these values in the compilation process. Curriculum development is informed not only by established foundations but also by its underlying principles. Curriculum development encompasses not only philosophical, sociological, psycho-pedagogical, theoretical, and legal

foundations but also involves principles that serve as guidelines for creating or enhancing a curriculum (Djuandi in Fatih et al., 2022:423).

Several fundamental principles must be considered in curriculum development. The fundamental principles guiding curriculum development activities serve as the foundational rules or laws that shape the curriculum design. A curriculum should establish a foundation and content while serving as a guideline for the optimal development of student's abilities in alignment with the demands and challenges of community development. Curriculum development should adhere to specific principles. The principles utilized in curriculum development encompass the rules, norms, and considerations that guide the curriculum design process. Curriculum development may utilize principles derived from everyday experiences or establish new principles (Arifin in Marzuqi & Ahid, 2023:101).

Hamid (in Marzuqi & Ahid, 2023:101) states that curriculum development includes planning, implementation, and evaluation. Curriculum planning represents the foundational phase in curriculum development, during which the development team formulates decisions and actions to create a framework intended for use by educators and learners. Curriculum implementation serves to translate curriculum planning into actionable operations. Curriculum evaluation represents the concluding phase of curriculum development, aimed at assessing learning outcomes, the extent of achievement of planned programs, and overall curriculum results.

This study develops a competency-based vocational education curriculum utilizing the theory proposed by Hamid (in Marzuqi & Ahid, 2023:101), encompassing curriculum planning, implementation, and evaluation. The author asserts that Hamid's perspective remains pertinent in the formulation of competency-based vocational education curriculum development policies at IPDN.

Concept of Vocational Education

Law Number 20 of 2003 regarding the National Education System defines vocational education as a form of higher education designed to equip students with specific applied skills, comparable to a bachelor's program. The Institute organizes academic and vocational education across various scientific, technological, and artistic disciplines, and may also provide professional education if it meets the necessary requirements.

A vocational program is a higher education initiative designed to equip individuals with specialized skills and expertise, enhancing their readiness for employment in their respective fields. In vocational education, the teaching load is structured to prioritize skills and practical courses over theoretical ones. At the vocational level, practical work constitutes 70 percent, whereas theory accounts for 30 percent. In contrast, the undergraduate level exhibits the reverse distribution (Karnati & Samsun, 2024:128). Vocational education is structured into Diploma 1, Diploma 2, Diploma 3, and Diploma 4 Programs, as well as Applied Bachelor (S.Tr), Applied Masters (M.Tr), and Applied Doctorate (D.Tr) degrees. Pavlova (in Karnati & Samsun, 2024:128) defines vocational education as a form of education designed to develop the skills, abilities, understanding, behavior, attitudes, work habits, and job appreciation necessary for individuals in the business and industrial sectors. This education is overseen by the community and government, or conducted under a contract with an institution, and is grounded in productivity. The primary aim of vocational education is to equip students with the knowledge and skills necessary for employment in various occupations, ranging from basic applied technology to advanced modern technology (Basri, Zulkarnain, Dina Hermina, 2022:89).

Concept of Competency-Based Education

Competency-based education is a global educational innovation that has gained popularity because it is expected to stimulate

learning that prepares students for the world of work and society. According to Wesselink et al (in Siswahyudi et al., 2022:180), competency-based education is a popular innovation in the vocational education and training system in many countries because it is expected to make education more authentic and attractive, and because of this, fewer students are considered to drop out of education before achieving a diploma and graduates are expected to experience fewer transition problems when starting work in the student labor market. The approach to competency-based vocational education and training according to Mukhidin (in Rusmulyani, 2021:1496), namely (1) broad and fundamental learning, (2) competency-based, (3) complete learning, (4) normative and adaptive learning, (5) production-based learning, (6) learning in the world of work, and (7) environmentally aware learning. Furthermore, Kuswana, W.S (in Rusmulyani, 2021:1496), stated that competency-based education and training have the following characteristics: (1) learning refers to industry competency standards, (2) emphasizing what participants can do as a result of training, (3) learning is carried out thoroughly, (4) the content of the training is directed at the skills needed for a particular job, (5) training in the form of on-the-job training, off-the-job training, or a combination of the two, (6) flexible time, (7) recognition of current cutting-edge competencies, (8) awards, (9) entering and exiting the program several times, (10) testing based on certain criteria, and (11) emphasizing the ability to transfer knowledge and skills.

Nurholis et al. (2022:107) assert that competency-based education focuses on cultivating the ability to perform specific tasks in accordance with defined performance standards. Parnell (in Saaduddin, 2022:2073) describes competency-based education as a system that emphasizes the practical application of knowledge, ensuring that students are functional members of society rather than merely having completed school and final examinations. Competency-based education prioritizes the transformation of students'

learning experiences into applicable competencies for their professions and daily lives, moving beyond mere listening, reading, and understanding of the subject matter.

II. METHOD

This study employed descriptive research with a qualitative approach. Descriptive research focuses on documenting the current state of the subject under investigation, reflecting conditions observed during the period of study. The research method follows a structured plan and procedure, progressing from general assumptions to specific techniques for data collection, analysis, and interpretation. The qualitative approach ensures alignment between actual data and relevant theory through a descriptive method.

This study utilized both primary and secondary data. The sample for this study was selected through a purposive sampling technique, which involves specific criteria for data source selection (Sugiyono, 2015:118-119). The purposive sampling technique involves selecting subjects based on specific characteristics deemed relevant to the population under investigation. The researchers are already familiar with these characteristics and only need to link the sample units according to specific criteria. The benefits of purposive sampling include: (1) alignment with research objectives; (2) ease of implementation; and (3) accessibility of the selected individuals for the researcher. The disadvantages include: (1) There is no assurance that the sample size is representative; (2) Not all members of the population have an equal chance of selection; and (3) It cannot be utilized for generalization to make statistical inferences.

The study utilized data from 50 respondents, comprising 10 individuals from each of the following faculties: Faculty of Government Management, Faculty of Political Government, and Faculty of Public Protection, along with 20 relevant officials from the IPDN environment. This study employed interview techniques, documentation studies, and literature

reviews for data collection. Researchers conducted interviews with various officials at IPDN who held responsibilities pertinent to this study. Document studies were performed by analyzing materials pertinent to the policy of developing a competency-based vocational education curriculum at IPDN. Literature studies were conducted by analyzing the results of prior research on related topics published in scientific journals as literacy resources. This study employed a data analysis technique consisting of three stages: data reduction, data presentation, and conclusion drawing.

III. RESULT AND DISCUSSION

3.1. Current Condition of Education Curriculum at IPDN

Education at IPDN is recognized as civil service education. The establishment of civil service education at IPDN was guided by four primary objectives: to develop a disciplined workforce; to produce a nationally oriented workforce; to foster personnel who possess both a national spirit and a commitment to public service; and to create a civil service that is substantial, democratic, and authoritative (Rudini in Muhadam, 2017). The Civil Service Corps consists of individuals specifically trained to serve the community while upholding the integrity of the nation and state. They possess expertise as generalists, coordinating various branches of government. The civil service education model incorporates elements of military structure and boarding school methodology to enhance the quality of civil service. The education program is a vocational program categorized as Diploma 4 (D4) at IPDN.

The System and Education at IPDN are known as the Centralized Tri Tunggal, which integrates Teaching, Training, and Nurturing (Cognitive, Psychomotor, and Affective) which is then better known by the acronym *JARLATSUH*. Initially, the composition of *JARLATSUH* was 45%: 30%: 25%, but in accordance with the Rector's Decree No. 423.5 - 499 of 2021 concerning the Integrated Teaching, Training, and Nurturing Curriculum for the IPDN Applied

Undergraduate Program, the formulation has changed to 40%: 50%: 10%.

The teaching component aims to enhance the cognitive development of Praja through educational activities such as lectures, discussions, and classroom instruction. This approach seeks to foster understanding, comprehension, and a deeper grasp of both theoretical and practical knowledge, which serves as the foundation for professional expertise in domestic governance broadly and regional or local governance specifically, utilizing deductive psychological presentation techniques. The training component pertains to the psychomotor domain, implemented as an educational initiative through applications conducted in classroom, laboratory, and field settings. This approach emphasizes the psychomotor aspect, targeting the development of abilities, mastery, and analysis of practical problems within professional skills, while concurrently fostering the skills necessary for government cadre formation. The nurturing aspect focuses on the affective domain, emphasizing the obligation to develop elements of Praja's personality, including discipline, dedication, loyalty, responsibility, and leadership, through spiritual development and leadership activities.

The three paths and educational efforts represent implementations and analogies of the three influences within the educational environment: school, society, and family. Teaching serves as an analogy for the impact of schools and educators, emphasizing the intellectual and knowledge-based dimensions. Training serves as an analogy for the impact of the community environment, emphasizing the visualization or experimental aspects of the outcomes from both environments. Parenting serves as an analogy for the family or parents, emphasizing the mental and personality dimensions.

3.2. Policy for Developing Competency-Based Vocational Education Curriculum at IPDN

This study on the development of a competency-based vocational education curriculum employed the theoretical framework proposed by Hamid (in Marzuqi & Ahid, 2023:101), encompassing curriculum planning, implementation, and evaluation.

3.2.1. Curriculum Planning

Curriculum planning is the foundational phase of curriculum development, where institutions make decisions and take actions to design plans for educators and learners. It is crucial for ensuring that vocational education remains relevant and effective in producing a skilled and competent workforce.

Curriculum planning should align with actual demands in the field, particularly those of the labor market. The curriculum should be structured to ensure that graduates possess the competencies required by organizations, enabling them to contribute effectively without necessitating extensive additional training. Competency-based vocational education emphasizes practical learning and is grounded in the execution of tasks within the field. Curriculum planning should prioritize teaching methods that engage students in authentic tasks and provide direct practical experience within the work environment. This guarantees that students master the theory and can apply their knowledge in practical contexts.

The Directorate General of Vocational Education (*Ditjen Diksi*) has issued five superior program formulas in the vocational field, in order to develop the potential and competence of vocational students so that they are able to compete globally. This was conveyed by Mr. Wikan Sakarinto, the Director General of Vocational Education, as follows:

“The Directorate General of Higher Education issued five superior program formulas in the vocational field, in order to develop the potential and competence of vocational students so that they are able to compete globally. The five superior programs include the vocational student competency and profession

certification program, the vocational student internship facilitation program, the vocational student entrepreneurship program, the vocational student creativity program, and the village community empowerment program. It is hoped that these five programs can produce competent vocational students who are ready to become creative future leaders” (Bincang Pendidikan, April 14, 2021).

Curriculum planning in policy reformulation requires collaboration with the pertinent labor market. It is essential to ensure that the designed curriculum aligns with the latest technologies, processes, and standards in the workforce. It facilitates internship programs, work visits, and various collaborations that enhance student opportunities. The work environment, particularly in technical fields, is evolving swiftly as a result of technological advancements. Consequently, curriculum planning should exhibit flexibility and the capacity to promptly adapt to changes, ensuring that the competencies imparted remain pertinent to current developments.

Clear and measurable competency standards are essential in curriculum development policies. Curriculum planning should delineate essential competencies that all students in a specific vocational program are required to master and establish suitable measurement and evaluation instruments to assess the attainment of these competencies. Curriculum planning should encompass not only technical competencies but also the cultivation of soft skills, including communication, teamwork, problem-solving, and leadership, which are essential in the professional environment. Character development, work ethics, and professional attitudes should be essential components of the curriculum.

Curriculum planning should prioritize equitable access to competency-based vocational education. This entails formulating strategies to engage all demographics, particularly those who are

underrepresented or face access challenges while ensuring that the curriculum is adaptable to the varied needs of learners.

The research results indicate that potential policies for the planning of competency-based vocational education curriculum development at IPDN should concentrate on several key elements that affect educational effectiveness and the alignment of graduates with public sector needs. Enhancing governance efficiency via digitalization, specifically through the incorporation of digital technology and e-government in the IPDN curriculum, may better equip graduates to navigate the digitalization era in government. IPDN graduates, equipped with expertise in management information systems, big data, and artificial intelligence (AI), are positioned to enhance bureaucratic efficiency and promote transparent and accountable governance.

This was conveyed by the Head of the IPDN Data Management and Information Systems Institute, in the following interview:

“The educational curriculum at IPDN needs to integrate digital technology and e-government to encourage graduates to be better prepared to face the era of digitalization in government” (Interview Results, July 1, 2024).

This statement is reinforced by the opinion of one of the Heads Center at the IPDN Data Management and Information Systems Institute, in the following interview:

“IPDN must develop a curriculum focused on mastery of management information systems, big data, and artificial intelligence (AI) to ensure that graduates can enhance bureaucratic efficiency and promote more transparent and accountable governance” (Interview Results, July 2, 2024).

The initiative to develop a competency-based vocational education curriculum at IPDN, aimed at enhancing governance efficiency via digitalization, may expedite the implementation of e-

government and alleviate the challenges associated with manual administration. This policy may enhance the responsiveness of public services.

Secondly, enhancing leadership capacity and interpersonal skills within the government sector, via competency-based curriculum development policies at IPDN, has considerable potential to produce Civil Servants who are not only technically proficient but also capable of effective leadership, communication, and cross-sector collaboration. This enhancement will elevate the quality of public services and foster a more inclusive, adaptive, and responsive governmental work culture to drive change. Emphasizing ethics, integrity, and professionalism can improve governance and reduce potential conflicts in governmental decision-making.

This was conveyed by IPDN's Head of Education Development and Internal Quality Assurance, in the following interview:

"The competency-based curriculum development policy at IPDN has significant potential to cultivate Civil Servants who possess technical competence as well as leadership, effective communication, and cross-sector collaboration skills" (Interview Results, July 3, 2024).

The statement above is reinforced by the opinion of IPDN's Head of Community Service, in the following interview:

"The development of a competency-based curriculum at IPDN will improve the quality of public services and create a government work culture that is more inclusive, adaptive, and responsive to change" (Interview Results, July 4, 2024).

The development of a competency-based vocational education curriculum at IPDN, aimed at enhancing leadership capacity and soft skills in the government sector while emphasizing ethics, integrity, and professionalism, can facilitate clean governance. This policy may mitigate the likelihood of conflict in governmental decision-making.

Third, innovative solutions can be achieved through problem-based and project-based learning approaches, which have the potential to produce graduates equipped to address real-world challenges in areas such as public service issues, resource management, and regional policy implementation. Focusing on the resolution of real problems will enhance the innovation and creativity of IPDN graduates in developing effective governmental solutions. This potential enables Praja to develop cross-sector collaborative skills, enhance analytical capabilities, and reinforce strategic methodologies for addressing public issues.

This information was provided by a Vice Dean at the Faculty of Government Management during the subsequent interview:

"The IPDN curriculum mandates a problem-based and project-based learning approach, aimed at producing graduates equipped to address real-world challenges in areas such as public service, resource management, and regional policy implementation" (Interview Results, July 5, 2024).

The opinion of a Head Center at the IPDN Community Service supports this statement, as indicated in the following interview:

"The development of the IPDN Curriculum based on problem-solving will produce IPDN graduates who are more innovative and creative in finding effective government solutions" (Interview Results, July 6, 2024).

The implementation of a competency-based vocational education curriculum at IPDN, utilizing innovative solutions such as problem-based and project-based learning approaches, facilitates the development of cross-sector collaborative skills and enhances analytical abilities among Praja. This policy enhances the strategic framework for addressing public issues.

Fourth, enhancing collaboration with local governments and non-governmental organizations is essential, as partnerships between IPDN and these entities can significantly improve the alignment of vocational education with real-world employment needs. This collaboration offers access to contemporary issues in government and equips IPDN graduates with essential skills in the field. This policy has the potential to enhance graduate participation in initiatives aimed at regional development, the establishment of community-based governance systems, and the innovation of public services.

The Head of the Legal, Personnel, and Public Relations Bureau conveyed this information in the subsequent interview:

“IPDN needs to increase collaboration with local governments and non-governmental institutions in its curriculum so that the relevance of vocational education to the real world of work can also increase” (Interview Results, July 8, 2024).

The Head of the Legal and Cooperation of IPDN supports this statement in the subsequent interview:

“The IPDN curriculum development policy based on increasing collaboration with local governments and non-governmental institutions can provide access to current issues in the field of governance and prepare IPDN graduates with the skills needed in the field” (Interview Results, July 9, 2024).

The implementation of a competency-based vocational education curriculum at IPDN, facilitated by enhanced collaboration with local governments and non-governmental organizations, can enhance graduate participation in projects aimed at regional development and the establishment of community-based governance systems. This policy may enhance innovation in public services.

Fifth, enhancing graduate competency certification, wherein the formulation of competency certification policies for IPDN

graduates will yield formal acknowledgment of the technical and managerial skills held by graduates. This certification may enhance the competitiveness of IPDN graduates in the labor market and improve the quality of human resources within the government. This policy can motivate graduates to achieve elevated performance standards in the public sector, given the presence of measurable and nationally recognized competency standards.

This is as conveyed by IPDN’s Head of Professional Certification, in the following interview:

“The development of a competency certification policy for IPDN graduates will provide official recognition of the technical and managerial expertise possessed by graduates” (Interview Results, July 10, 2024).

This statement is reinforced by the opinion of the IPDN’s Head of Nurturing and Alumni Program, in the following interview:

“This certification has the potential to increase the competitiveness of IPDN graduates in the labor market and strengthen the quality of human resources in government” (Interview Results, July 11, 2024).

The implementation of a competency-based vocational education curriculum at IPDN, through the enhancement of graduate competency certification aligned with measurable and nationally recognized standards, can facilitate graduates in achieving elevated performance expectations within the public sector. This policy additionally offers competency certificates to IPDN graduates as a supplementary credential to their diploma.

The sixth point addresses the policy of collaboration with the private sector and international institutions, specifically focusing on enhancing partnerships between IPDN, private entities, international organizations, and foreign universities. This collaboration has the potential to enhance the curriculum and offer students opportunities for international experience and

supplementary certification. This can enhance educational quality by diversifying perspectives and technologies employed, allowing Praja to access current knowledge and global trends in governance.

The Deputy Head of the IPDN Manggala Praja conveyed this information in the subsequent interview:

“IPDN seeks to strengthen the quality of graduates by involving various parties to support the development of competency-oriented curricula in accordance with current and future challenges” (Interview Results, July 12, 2024).

This statement is reinforced by the opinion of IPDN’s Head of Civil Service and Student Administration Bureau, in the following interview:

“Collaboration with the private sector allows us to understand the dynamics of the labor market, while with international institutions we can ensure that our graduates have globally recognized competencies” (Interview Results, July 13, 2024).

The implementation of a competency-based vocational education curriculum at IPDN, facilitated through collaborative policies with the private sector and international institutions, has the potential to enhance educational quality by broadening perspectives and integrating advanced technologies. This policy enables Praja to access current knowledge and global trends in governance.

The seventh point addresses the policy of modifying the curriculum to align with local and regional requirements, specifically tailoring aspects of the curriculum to reflect regional autonomy, development, and local public services. The curriculum will be modified to address the challenges encountered by local governments in Indonesia. This enhances the alignment of graduates with the actual challenges encountered by local governments and assists these entities in meeting defined development objectives.

This was conveyed by IPDN’s Deputy Head of Praja Training Development Unit, in the following interview:

“The curriculum adjustment policy is carried out by adjusting part of the curriculum based on regional needs, especially related to regional autonomy, regional development, and local public services” (Interview Results, July 15, 2024).

This statement is reinforced by the opinion of one of the Heads of the Center at the IPDN Internal Quality Assurance and Education Development, in the following interview:

“The curriculum will be tailored to the challenges faced by local governments in Indonesia. This can increase the relevance of graduates to the real challenges faced by local governments, and help local governments achieve specific development targets” (Interview Results, July 16, 2024).

The implementation of a competency-based vocational education curriculum at IPDN, tailored to local and regional needs, enhances the relevance of graduates to the challenges encountered by local governments and supports these governments in meeting specific development objectives.

Curriculum planning must incorporate processes for ongoing evaluation and modification based on input from the workplace, learners, and learning outcomes. This guarantees the curriculum's ongoing dynamism and relevance over time. The curriculum planning in the competency-based vocational education development policy at IPDN seeks to establish an educational program focused on tangible outcomes, designed to produce a competent and adaptive workforce prepared for competition in the global job market.

3.2.2. Curriculum Implementation

Curriculum implementation also refers to the process of translating curriculum

planning into actionable operations. This is significant for ensuring the effective implementation of the designed curriculum, leading to the production of competent and work-ready graduates. This process encompasses not only the implementation of the designed curriculum but also requires adaptation, evaluation, and adjustment to optimally achieve the goals of vocational education.

Curriculum implementation involves the execution of each curriculum component in alignment with the defined competency objectives. This encompasses all elements from instruction, utilization of tools and technology, to assessment methods, all of which must align with the established competency standards. The curriculum, while meticulously designed, may encounter challenges during implementation, including resource limitations, variability in student capabilities, and the evolving nature of the labor market. Curriculum implementation refers to the capacity to adjust to varying conditions while maintaining educational quality and competency attainment.

In curriculum implementation, lecturers and trainers play a crucial role. Empowerment through adequate training, resources, and support is essential for the effective implementation of a competency-based curriculum. Effective curriculum implementation necessitates the establishment of an environment that facilitates lecturers in fulfilling their responsibilities. In competency-based vocational education, curriculum implementation must include the use of technology and practical tools that are relevant to the world of work. This guarantees that learners acquire practical experience aligned with contemporary workforce requirements, preparing them for entry into the field post-graduation.

Implementing an effective curriculum necessitates the establishment of a continuous evaluation system to assess its efficacy in achieving the intended competencies. This evaluation should inform adjustments or enhancements to the curriculum and teaching methods to ensure

their continued relevance and effectiveness. Implementing a competency-based curriculum necessitates collaboration with the professional sector, which may include internships, collaborative projects, or the creation of educational materials. This guarantees that the curriculum remains current with industry demands and provides students the chance to learn directly from field practitioners.

Alongside technical skills, curriculum implementation should guarantee the development of soft skills in learners, including communication, leadership, and work ethics. It is essential to develop a workforce that possesses technical competence and the ability to adapt to a dynamic work environment. Curriculum implementation should encompass initiatives aimed at enhancing access and equity in vocational education. This entails ensuring equitable opportunities for all learners to enhance their competencies, particularly for those from disadvantaged backgrounds. Effective supervision and monitoring are essential to ensure that curriculum implementation adheres to the planned framework. This encompasses oversight of the instructional process, utilization of resources, and evaluation of student learning outcomes. Effective monitoring facilitates prompt adjustments in response to discrepancies or issues in implementation.

The implementation of the curriculum in the reformulation of competency-based vocational education policies is a complex and dynamic process. The significance resides in the capacity to connect ideal curriculum planning with its practical execution, aiming to produce graduates who are genuinely competent, prepared for employment, and capable of making positive contributions to their respective fields.

The implementation of a competency-based vocational education curriculum at IPDN has significant potential to enhance the effectiveness of civil servants in facilitating bureaucratic reform, addressing global challenges, and fulfilling the requirements of evolving public services. The proposed

policy will be implemented as outlined below:

1. The policy for integrating digital technology and e-government involves incorporating materials related to digital technology, e-government, and data analytics into the core curriculum. Technology plays a crucial role in enhancing the efficiency and transparency of public services. This enhances Praja's capacity to leverage technology for the enhancement of public services, expedites graduates' adaptation to a technology-driven work environment, and fosters innovation within the government sector. This is achieved through the improvement of modules on data management, cybersecurity, and digital public information management, alongside the addition of state-of-the-art computer laboratory facilities. This policy anticipates that IPDN graduates will possess the capability to employ information technology to enhance governance in terms of effectiveness, efficiency, transparency, and accountability. The curriculum should encompass an understanding of e-government systems, big data, artificial intelligence (AI), and pertinent digital applications in governance.
2. The policy aims to enhance leadership and soft skills by fostering partnerships between IPDN, the private sector, international institutions, and foreign universities. This partnership can enhance the curriculum and offer students opportunities for international experience and supplementary certification. This enhances educational quality by broadening perspectives and integrating advanced technologies. Praja can leverage current knowledge and global trends in governance through the development of training and simulations focused on conflict management, diplomacy, and crisis decision-making. This policy seeks to enhance the capabilities of civil servants in addressing social, political, and cultural

challenges while providing them with adaptive and responsive leadership skills for effective change. Integration of soft skills and leadership training with practical, experience-based learning is essential.

3. The policy of problem-based learning and project-based learning, referred to as Praja, involves the examination of real cases encountered by the government, intending to develop practical solutions through research-oriented projects. This can improve Praja's ability to think critically and solve problems creatively, prepare Praja to face real challenges in the field, and improve collaborative and innovative skills, by including real cases of local government in each semester as project assignment material, working with local governments to facilitate internships and strategic project preparation. This policy aims to design a curriculum that addresses real governance challenges, necessitating critical and creative thinking from students to develop solutions. PBL and PjBL facilitate teamwork among students, enhance managerial skills, and allow for the application of theory in practical settings, particularly within local and central government contexts.

3.2.3. Curriculum Evaluation

Curriculum evaluation represents the concluding phase of curriculum development, aimed at assessing the degree of learning outcomes, the achievement levels of intended programs, and the overall effectiveness of the curriculum. Curriculum evaluation is essential for determining the effectiveness of the implemented curriculum in achieving its objectives, specifically, the production of competent graduates prepared to meet the demands of the workforce. This evaluation assesses the final outcomes of the educational process and identifies areas for improvement or adjustment, ensuring the curriculum's ongoing development and relevance.

Curriculum evaluation seeks to determine the degree to which students have

attained the competencies specified in the curriculum. This entails assessing the knowledge, skills, and attitudes acquired throughout the learning process, along with students' capacity to apply these competencies in practical work settings. Evaluation enables policymakers and educators to discern the strengths and weaknesses of the implemented curriculum. Policy reformulation can be effectively conducted using valid data to enhance less effective areas and reinforce those that are performing well. Curriculum evaluation offers essential feedback for educators, students, and policymakers. This feedback informs necessary adjustments in content, teaching methods, and evaluation strategies to maintain the curriculum's relevance and effectiveness over time.

In competency-based vocational education, aligning the curriculum with workplace needs is essential. Curriculum evaluation facilitates ongoing assessment of the alignment between educational content and labor market requirements. This evaluation serves as the foundation for implementing modifications to the curriculum in the presence of gaps. Curriculum evaluation encompasses an assessment of the employed teaching methods. It is essential to verify that the selected methods effectively assist students in developing the desired competencies. Should the teaching method prove ineffective, modifications or adjustments must be implemented.

The assessment of curriculum implementation outcomes can illuminate the professional development requirements of lecturers and trainers. The identification of inadequately achieved competencies may suggest a necessity for enhancing teaching skills or trainer knowledge in specific domains. Curriculum evaluation ensures that the curriculum adapts to changes in the external environment, including technological advancements, regulatory modifications, and economic dynamics. Consequently, the curriculum can be modified swiftly and suitably to maintain its relevance. Regular and thorough evaluation

enhances the overall quality of education. Understanding effective practices and areas for enhancement enables educational institutions to elevate teaching and learning standards, ensuring graduates possess genuine competence.

Curriculum evaluation holds significance within the framework of accountability. Educational institutions and policymakers must demonstrate that the implemented curriculum aligns with established competency standards and that investments in education yield the anticipated outcomes. Curriculum evaluation in the reformulation of competency-based vocational education policies is a critical process that ensures the curriculum aligns with planned objectives, meets labor market needs, and supports the attainment of educational goals. Effective evaluation establishes a robust foundation for ongoing enhancement and innovation of the curriculum, ensuring that vocational education consistently yields high-quality and competitive graduates.

IV. CONCLUSION

The competency-based vocational education curriculum at IPDN incorporates digital technology and e-government systems to equip graduates for digital transformation in government. Key components of this curriculum include soft skills such as communication, collaboration, negotiation, professional ethics, and leadership. Furthermore, problem-based and project-based learning are effective strategies for enhancing the practical competencies of IPDN graduates. This policy aims to enhance the competency-based vocational curriculum at IPDN, ensuring its relevance to contemporary needs. It seeks to produce graduates who possess technical competence alongside digital skills, leadership abilities, and critical and innovative thinking for effective problem-solving. Thus, the writer suggests future recommendation as below:

1. It is recommended that the Rector of IPDN consider establishing a curriculum design team to integrate digital

technology and e-government as key components of the educational framework. This encompasses proficiency in government management information systems, big data, artificial intelligence (AI), and pertinent digital applications. Implementing this curriculum requires budget allocation for the development of technological infrastructure, including digital laboratories, interactive e-learning platforms, and government simulation software. Furthermore, IPDN should offer continuous training for lecturers on the integration of technology in the educational process, enabling them to utilize digital and e-government tools effectively.

2. The curriculum design team established by the IPDN Rector is tasked with developing a specialized module aimed at enhancing communication, ethics, collaboration, and leadership skills. This module should be an essential component of all subjects or training programs, comprising a continuous leadership training initiative that includes field-based experiences enabling IPDN Praja to confront leadership challenges in practical settings. Additionally, lecturers must be equipped to incorporate soft skills development into every learning activity, rather than treating it as a standalone component, ensuring that Praja can consistently refine these skills throughout their educational journey.
3. The curriculum design team established by the IPDN Rector is required to develop a curriculum that incorporates real issues encountered by central and regional governments as educational content. Students will be encouraged to collaborate in teams to address these problems using a multidisciplinary approach. IPDN should form collaborations with diverse government agencies and institutions to facilitate project-based learning experiences and real case studies for students. This collaboration will enhance curriculum relevance and offer direct insights from

the professional environment. Furthermore, IPDN can establish an evaluation system to assess students' competencies in addressing real-world projects or problems. Project presentations, report writing, and government simulations may be included in the evaluation process.

V. ACKNOWLEDGEMENT

The writer would like to send his grateful to IPDN's Rector and all of the interviewees who were helpful. Without the help of the people who supported the writer, this article would not make to be published.

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