

Policy Formulation for The Establishment of Professional Certification Agency to Produce Competitive Graduates At Institute of Public Administration

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ABSTRAK

Institut Pemerintahan Dalam Negeri (IPDN) sebagai Lembaga Pendidikan Kedinasan menyelenggarakan Program Pendidikan Vokasi memiliki fungsi mencetak kader-kader pemerintahan dalam negeri yang unggul, profesional, berdaya saing dan berintegritas. Salah satu permasalahan yang muncul adalah terkait formulasi kebijakan pembentukan LSP untuk menghasilkan lulusan yang berdaya saing di IPDN. Tujuan penelitian ini adalah memberikan rekomendasi kebijakan pembentukan LSP untuk menghasilkan lulusan yang berdaya saing di IPDN. Jenis penelitian ini adalah penelitian deskriptif dengan pendekatan kualitatif. Sumber data sejumlah 30 responden. Teknik pengumpulan data menggunakan teknik wawancara, studi dokumen, dan studi kepustakaan. Teknik analisis data dilakukan dengan tahapan: reduksi data, penyajian data, dan penarikan kesimpulan. Kesimpulan penelitian menunjukkan bahwa pengenalan dan perumusan masalah terkait belum adanya kompetensi spesifik yang dimiliki oleh Praja IPDN telah dilaksanakan dengan baik; IPDN telah memprioritaskan penanganan permasalahan belum ada LSP diluar IPDN yang spesifikasi bidang kompetensinya sesuai dengan program studi yang ada di IPDN dan kemudian meletakkan strategi pembentukan LSP IPDN; saat memilih membentuk LSP IPDN, tidak ada hambatan yang serius; dan Rektor IPDN Bersama seluruh Unit Kerja di Lingkungan IPDN melaksanakan formulasi dan menghasilkan kebijakan, yaitu Keputusan Rektor Nomor: 500.10.2.2-225 Tahun 2023 tentang Pembentukan Lembaga Sertifikasi Profesi Institut Pemerintahan Dalam Negeri. Kebijakan yang direkomendasi dan sangat mendesak untuk dilaksanakan adalah IPDN perlu menyiapkan dokumen pendirian LSP sesuai dengan Peraturan BNSP Nomor 2/BNSP/III/2014 tentang Pembentukan LSP dan LSP-P1 lembaga pendidikan IPDN selain melakukan uji kompetensi juga dapat menyediakan informasi mengenai pendidikan dan pelatihan yang digunakan sebagai prasyarat untuk mengikuti sertifikasi.

Kata Kunci : Formulasi Kebijakan, Lembaga Sertifikasi Profesi, Lulusan, Berdaya Saing

ABSTRACT

The Institute of Public Administration (IPDN) is an Official Education Institution organizing the Vocational Education Program with the function of producing superior, professional, competitive, and integrity domestic government cadres. This institution faces a problem related to the policy formulation for the establishment of a Professional Certification Agency (LSP) to produce competitive graduates. This study aims to provide policy recommendations for the establishment of LSP to produce competitive graduates. This descriptive study used a qualitative approach. The data source was 30 respondents. Data collection techniques covered interviews, documentation

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studies, and literature studies. Data were analyzed in stages, namely data reduction, data presentation, and conclusions. The results of the analysis showed that the introduction and formulation of problems related to the lack of specific competencies possessed by IPDN Praja were carried out well; IPDN prioritized handling the problem related to the unavailability of LSP outside IPDN whose competency field specifications are in accordance with the study programs in IPDN and then set a strategy for the formation of the IPDN LSP; the establishment of an IPDN LSP did not face any serious obstacle; and the Rector of IPDN together with all Work Units within IPDN carried out the formulation and produced policies, namely the Rector's Decree Number: 500.10.2.2-225 of 2023 concerning the Establishment of the Professional Certification Agencies of the Institute of Public Administration. In this case, IPDN needs to prepare LSP establishment documents in accordance with BNSP Regulation Number 2/BNSP/III/2014 concerning the Establishment of LSP and LSP-P1 IPDN educational institutions. Besides conducting competency tests, it can also provide information about education and training as a prerequisite for participating in certification.

Keywords: Policy Formulation, Professional Certification Agency, Graduate, Competitive.

Introduction

The key aspect in the development of a nation's competitiveness is competent human resources (HR). Competent HR can be realized through competency standardization and certification. Improvement of HR competitiveness requires competent HR according to their respective professions. Competent refers to the ability and authority possessed by a person to carry out work based on knowledge, skills, and attitudes in accordance with the established performance.

Recognition of HR competency is carried out by the Professional Certification Agencies (LSP), which is an independent organization established by stakeholders including industry, professional associations, company associations, and experts in certain fields of expertise. The Regulation of the National Professional Certification Agency (BNSP) Number: 2/BNSP/III/2014 concerning Guidelines for the Establishment of Professional Certification Agency states that LSP can be established by industry, government and private institutions, and associations in Indonesia. The license is granted through an accreditation process by BNSP which states that the LSP concerned has met the requirements to carry out professional certification activities as a national-level organization domiciled in the territory of the Republic of Indonesia. BNSP is an independent agency responsible to the President with the authority as a personnel certification authority and tasks to implement professional competency certification for workers.

LSP is an extension of BNSP to develop competency standards and implement professional competency tests. LSP is classified based on its establishment. Referring to BNSP Regulation Number: 2/BNSP/III/2014 concerning Guidelines for the Establishment of LSP, LSP divided into 4 (four), namely (1) First-party LSP (LSP-P1) industry, namely LSP established by industries or agencies to implement work competency certification for human resources of its main institution,

according to the scope determined by BNSP; (2) First-party LSP (LSP-P1) educational and/or training institutions, namely LSP established by educational and/or training institutions to implement work competency certification for participants in competency-based education/training and/or human resources from the network of its main institution, according to the scope determined by BNSP; (3) Second-party LSP (LSP-P2), namely LSP established by industries or agencies to implement work competency certification for human resources of its main institution, human resources of its suppliers and/or human resources of its network, according to the scope determined by BNSP; and (4) Third-party LSP (LSP-P3), namely LSP established by industry associations and/or professional associations to implement work competency certification for certain sectors and/or professions, according to the scope determined by BNSP.

The Institute of Public Administration (IPDN) is a Civil Service Education Institution organizing Vocational Education Programs functioning to produce superior, professional, competitive, and integrity-based domestic government cadres to carry out domestic government tasks, both in the Central and Regional Government environments. The existence of functional positions plays a central role in determining the performance of government organizations.

The competency certification for IPDN graduates requires professionalism (certain expertise or skills) proven by certification from BNSP or LSP. IPDN provided professional certification for its graduates, but its implementation was not accredited by BNSP or LSP. The Inspectorate General of the Ministry of Home Affairs found that the competency certification given to *Praja*(students) was not issued by an accredited LSP so the competencies tested were not in accordance with the Study Program needed by the community and stakeholders (Eskandar, 2023:104). Besides, it is not in line with Law Number 13 of 2003 concerning Manpower and Government Regulation Number 10 of 2018 concerning BNSP, where BNSP is the only authorized institution to carry out competency certification. Therefore, IPDN needs to establish BNSP-certified LSPs to produce competitive domestic government cadres referring to Article 44 of Law Number 12 of 2012 concerning Higher Education and the Regulation of the National Professional Certification Agency Number: 2/BNSP/III/2014 concerning Guidelines for the Establishment of Professional Certification Agencies.

Many studies have examined professional certification agencies. Setyowati et al. (2017:67), revealed that the training activities for the Establishment of a Certification Agency (LSP) as a Means of Establishing Competent Human Resources include information in the field of workforce competency certification, especially for Vocational High School graduates, LSP licensing requirements and procedures by BNSP, Assistance in Compiling Proposals on the Establishment of LSPs. The training activity for Vocational High School Teachers is expected to increase

knowledge and improve the ability to establish LSPs. Adhiani C (2018:423) reported that the participants obtained additional knowledge about LSP establishment, particularly to create schemes, determine quality guidelines, and others. Karyana (2018:1) found that the management of LSP P1 covered certification scheme licensing, curriculum synchronization, provision of industry-standard infrastructure, financing, fulfillment of competency assessors, implementation of certification tests according to guidelines, and issuance and maintenance of competency certificates. Prasetyo et al. (2023:70) showed that the competency certification mechanism at LSP P1 in universities in East Java was implemented in accordance with the BNSP guidelines. The LSP P1 competency certification mechanism is based on the Regulation of the National Professional Certification Agency Number 04/BNSP.305/X/2013 concerning guidelines for implementing competency tests. The scheme development at some LSP P1 in the scope of Higher Education was based on BNSP Regulation Number 2/BNSP/VIII/2017 concerning guidelines for developing and maintaining professional certification schemes. Meanwhile, Eskandar (2023:127) revealed that (1) Competency certification for prospective IPDN graduates from 2020 to 2022 is generally categorized as "Incompatible." Specifically, the results indicate that the Context Dimension is rated as "Very Appropriate," while the Input Dimension is deemed "Incompatible." The Process Dimension is assessed as "Not Appropriate," and the Product Dimension is classified as "Very Inappropriate." From a regulatory standpoint, this implementation lacks legality as it fails to coordinate with BNSP, the authorized institution responsible for conducting competency certification in accordance with statutory regulations. (2) From a regulatory perspective, the implementation of competency certification for prospective IPDN graduates from 2020 to 2022 lacks legality. This is because both the implementation process and the resulting product do not align with BNSP, the authorized institution responsible for conducting competency certification as mandated by statutory regulations. This study further recommended the Immediate Formation of IPDN's Professional Certification Agency (LSP): IPDN should establish its own LSP as a first-party LSP, in accordance with Article 44 of Law Number 12 of 2012 concerning Higher Education and Regulation of the National Professional Certification Agency Number: 2/BNSP/III/2014. This LSP should be certified by BNSP, enabling IPDN to conduct competency certification in alignment with statutory regulations (IPDN needs to establish its own Professional Certification Agency (LSP) soon as a first-party LSP in accordance with Article 44 of Law Number 12 of 2012 concerning Higher Education, and the Regulation of the National Professional Certification Agency Number: 2/BNSP/III/2014. This LSP must be certified by BNSP so that IPDN can carry out competency certification in accordance with laws and regulations).

Some previous studies above generally discuss the LSP establishment. However, no one specifically focuses on the policy formulation for establishing LPS to produce competitive graduates at IPDN. This present study is a follow-up to the research recommendations proposed by Eskandar (2023:127). This study aims to provide recommendations concerning policy formulation for the establishment of LSP to produce competitive graduates at IPDN.

Dunn in Meutia (2017:71) defines policy formulation as the development and synthesis of alternative solutions to problems. Moreover, policy formulation is considered as a forecasting process, namely testing the future that is plausible, potential, and normatively valuable; estimating the consequences of proposed policies; recognizing possible obstacles in achieving goals; and estimating political feasibility (support and opposition) of various options. The policy formulation stage is the real mechanism for addressing public problems included in the government's agenda. This stage is more technical than the agenda-setting stage which is more political with the application of various analytical techniques to make the best decisions. At the policy formulation stage, officials formulate alternative policies to address problems. However, Meutia (2017:72) states that policy formulation is a way to solve a problem formed by policy-making actors in solving existing problems and selecting the best policy alternative out of many alternative solutions available.

Fundamentally, the formulation stage occurs when the government recognizes the existence of public problems and realizes the need and demand to address the problem. In formulating public policy, the fundamental problem is formulating policy problems and preparing solutions to address those problems.

William Dunn (in Bintari & Pandiangan, 2016:224) explains four stages of policy formulation, namely:

1. Identification of Policy Problem

The fundamental steps in policy formulation are identifying and recognizing policy problems. To get appropriate policy formulation, public problems must be properly recognized and defined. Public policy is formulated to solve public problems. Therefore, evaluating the extent to which public policies contribute to solving public problems is interesting. Meanwhile, whether the solution to the problem is satisfactory or not depends on the accuracy of the public problems formulated.

2. Agenda-setting

Not all public problems will be included in the policy agenda. They compete with each other. To be included in the policy agenda, problems need to meet certain requirements, such as providing a major impact on society and requiring immediate handling. In this stage, the

government compiles some important agendas to be discussed and then uses them as the main material for formulating public policies. The agenda compiled concerns some main issues, namely routine government issues, problems from the community, and new problems from the community. Public problems included in the policy agenda will be discussed by policymakers, such as the legislative (DPR), the executive (President and his assistants), government agencies, and the judiciary. The discussion is based on the level of urgency to be immediately resolved.

3. Policy Formulation

After formulating public problems and included them in the the policy agenda, the next stage is finding the solution. In this case, policy makers will have some policy alternatives to solve the problem and they have to face a battle of interests between the various actors involved in formulating policies. Thus, the policy choices will be based on compromises and negotiations between interested parties in making policies.

4. Policy Implementation

After selecting one of some policy alternatives to solve the policy problem, the final stage in policy formation is establishing the taken policy so that it has binding legal force. The policy alternatives taken are a compromise of the various interested parties involved in the formation of the policy. Policy determination can be in the form of laws, jurisprudence, presidential decrees, ministerial decrees and others.

A Professional Certification Agency (LSP) is an authorized institution implementing professional certification activities licensed by BNSP and independently and professionally developing competency standardization, verifying competency test locations, preparing competency test materials, and issuing competency certificates to prove the professionalism and competent of certain people in their field, both nationally and internationally (Adhiani C, 2018:420). Setyowati et al. (2017:68) define LSP as an independent organization established by stakeholders such as industry, professional associations, company associations, and experts in certain sectors or fields of expertise.

Government Regulation Number 10 of 2018 concerning the National Professional Certification Agency states that LSP is an institution implementing work competency certification activities licensed by BNSP. LSP must be a legal entity, part of a legal entity or a legal business entity legally held accountable for its certification activities. BNSP grants the license through an accreditation process stating that the concerned LSP has fulfilled the requirements to carry out professional certification activities.

LSP is classified into 3 (three), namely First Party LSP, Second Party LSP, and Third Party LSP. First Party LSP is an LSP established by an educational and/or training institution to implement work competency certification for competency-based education/training participants and/or human resources (HR) from the network of its main institution, according to the scope determined by BNSP. Second Party LSP is an LSP established by an industry or agency to implement competency certification for HR of its main institution, HR of its suppliers, and/or HR of its network according to the scope determined by BNSP. Third-Party LSP is an LSP established by an industry association and/or professional association to implement work competency certification for certain sectors and/or professions, according to the scope determined by BNSP. IPDN is a civil service educational institution that can establish a First Party LSP for its students enabling them to have a competency certificate to support their graduate's diploma.

Sumihardjo in Aris (2018:52-53) states that the term '*daya saing*' (Indonesian) is the same as competitiveness or competitive. The word '*daya*' in '*daya saing*' means power, and the word '*saing*' means more than others or different from others in terms of quality, or having certain advantages. This means that competitiveness can mean the strength to excel in certain things done by a person, group, or institution. It is in line with Chotimah in Arwildayanto, Arifin, & Sukung, (2020:26) that competitiveness gives the meaning of the power to achieve more than others, or different from others in terms of quality, or have certain advantages.

Dirgantoro in Mohamad & Niode (2020:4) defines competitiveness as the development of the value that a company creates. Wahyadi in Mohamad (2020:4), competitive advantage is something that allows a company to obtain higher profits compared to the average advantage obtained by competitors in the industry. David in Mohamad (2020:5) states that competitive advantage is everything done better by a company compared to its competitors.

Regulation of the Minister of National Education Number 41 of 2007 concerning Process Standards for Elementary and Secondary Education Units defines competitiveness as the ability to show better, faster, or more meaningful results. Hidayat in Arwildayanto, Arifin, & Sukung (2020:26), explains that competitiveness is the potential or ability of an institution to outperform the competition, namely an advantage in one field that is not possessed by other parties.

Research Methods

This descriptive study used a qualitative approach. A descriptive study describes the actual conditions of the object of the study during the research time. A research method consists of plans and procedures ranging from broad assumptions to detailed stages in collecting, analyzing, and

interpreting data. The qualitative approach aims to match the actual data with the applicable theory using a descriptive method.

This study used both primary data (data obtained directly from the source) and secondary data (data obtained indirectly). The determination of the sample used a purposive sampling technique with certain considerations (Sugiyono, 2015:118-119). The data source was 30 respondents consisting of 5 assessors from each Faculty (Faculty of Government Management, Faculty of Government Politics, and Faculty of Community Protection) and 15 related officials at IPDN. Data were collected from interviews, documentation studies, and literature studies. The researcher interviewed 5 assessors from each faculty and some officials at IPDN. Documentation studies were conducted by studying documents related to the policy of establishing a professional certification agency at IPDN. Then, the literature studies were conducted by studying the results of previous studies concerning the topic of this study. Data were analyzed in stages, namely data reduction, data presentation, and conclusions.

Results and Discussion

A. Policy Formulation for the Establishment of Professional Certification Agency (LSP) to Produce Competitive Graduates at IPDN

IPDN needs to formulate a policy for the establishment of LSP in order to produce competitive graduates. William Dunn (in Bintari & Pandiangan, 2016:224) proposed four systematical stages in policy formulation, namely identification of policy problem, agenda-setting, policy formulation to address the problem, and policy implementation.

1. Identification of Policy Problem

This is the most fundamental stage in policy formulation. Public problems must be well defined in order to formulate a good policy. The realization of the policy formulation for the establishment of LSP at IPDN cannot be separated from strategic issues related to efforts to produce competitive graduates of this institution.

Based on the results of the analysis, the identified problem was the absence of specific competencies possessed by IPDN graduates recognized by authorized institutions concerning the strategic issue of the lack of competitiveness of IPDN graduates, including:

1. The implementation of competency certification for IPDN graduates since 2020 has not been legalized by the authorized institution, namely BNSP.

2. No LSP outside IPDN whose competency field specifications are in accordance with the Study Programs at IPDN so the results will not be in line with the expected competency if it is forced to be implemented.
3. Lack of BSNP-certified educators and assessors at IPDN who have competencies according to their fields.

2. Agenda-setting

Not all public problems will be included in the policy agenda. They compete with each other to be included in the policy agenda. They also need to meet the requirements, namely providing a major impact on society and requiring immediate handling.

Considering the IPDN graduates who do not have specific competencies certified and recognized by authorized institutions, IPDN needs to highly consider this. This can disrupt IPDN's future vision of producing competitive graduates if it is not addressed immediately. In line with William Dunn, at the policy agenda stage, IPDN tried to compile a number of important agendas to be discussed and then used them as the main material for formulating public policies.

Based on observations in the field, the compilation of the policy agenda runs well. IPDN has prioritized handling the problem of unavailability of LSP outside IPDN whose competency specifications are in accordance with the Study Programs at IPDN and put a strategy for establishing a first-party LSP for educational institutions. This is proven by the issuance of the Chancellor's Decree Number: 500.10.2.2-225 of 2023 concerning the Establishment of a Professional Certification Agency at the Institute of Public Administration, on April 13th, 2023.

3. Policy Formulation

After formulating the problem and preparing the agenda, the next step was formulating alternative policies to solve the problem of the unavailability of LSPs outside IPDN whose competency specifications are in accordance with the Study Programs at IPDN through the establishment of first-party LSPs for educational institutions. Establishing a competent LSP needs to consider the Regulation of the National Professional Certification Agency Number: 2/BNSP/III/2014 concerning Guidelines for the Establishment of a Professional Certification Agency.

The first-party LSP for educational institutions at IPDN was established in 2023. It still tries to obtain a license from BNSP. The findings showed that IPDN needed to meet BNSP requirements to obtain the license. This is in accordance with the statement of Mr. Ikbal, one of the educators at IPDN:

To obtain a license from BNSP, our LSP needs to meet the requirements, starting from the Scheme, Assessors, Competency Test Locations, and others (Interview Results, February 8, 2024).

His opinion is emphasized by the statement of the Head of the IPDN Internal Quality Assurance and Education Development Department:

As the IPDN LSP has been established, we need to strengthen it by taking care of the license from BNSP. Therefore, we must prepare our LSP scheme and BNSP-licensed Assessor personnel. Currently, our BNSP-licensed Assessors are very limited. It is necessary to develop new Assessors in order to increase the quality of IPDN human resources which ultimately has an impact on competitive graduates (Interview Results, February 12, 2024).

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As an initial step, IPDN can form 5 (five) schemes by selecting Study Programs that have specific scientific knowledge and show the characteristics of the Ministry of Home Affairs, such as the Population and Civil Registration Study Program (Dukcapil), the Civil Service Police Study Program (PTP), the Disaster Management and Public Safety Study Program (MKKP), the Government Information Engineering Technology Study Program (TRIP), and the Applied Indonesian Politics Study Program (PIT).

Besides, the formation of a competency certification scheme needs to adjust to the number of Assessors owned according to the competencies of the existing Study Programs, as conveyed by Akbar, a member of the IPDN LSP establishment working committee:

At first, we should not make too many competency-certification schemes, just 5 in accordance with the available budget. If it runs well, we can develop it again later according to the existing Study Programs (Interview Results, February 12, 2024).

His opinion is supported by the statement of Mr. Wijaya, a member of the IPDN LSP establishment working committee:

It is better not to submit a competency certification scheme for all Study Programs. Just half is enough, the important thing is to establish it first. The problem is related to budget constraints. Thus, after it runs well, then we will add more schemes (Interview Results, February 12, 2024).

The author found some consideration factors for IPDN to establish the LSP. The author then confirmed them with Mr. Bahar, a member of the IPDN LSP establishment working committee:

One of the reasons for the need to establish an LSP at IPDN is that there is no LSP whose specifications are in line with our Study Program. Therefore, the IPDN LSP was established to accommodate competency certification specifications according to the IPDN Study Program in order to improve the quality of the learning process and produce competent graduates. Thus, it is necessary to ensure, measure, and maintain the graduate competence through a competency certification process (Interview Results, February 12, 2024).

Based on the field condition, Dunn's explanation at the stage of selecting alternative policies to solve problems is very relevant. Dunn stated that at the stage of selecting alternative policies to solve problems, policymakers will face a battle of interests between various actors involved in policy formulation.

Based on the results of observations, the policy formulation process to address the problem of the absence of specific competencies owned by IPDN graduates who are certified and recognized by authorized institutions occurred when selecting alternative policies to improve the competence of BNSP-licensed Assessors. Besides, there were conflicts of interest, the lack of willingness of educators, and the high cost of developing competencies.

The Assessors at IPDN have tried to independently obtain certificates and improve their competencies so far as conveyed by Mr. Natsir, one of the certified Assessors at IPDN:

To be honest, to obtain this certificate, we have to try and fight on our own. We also develop our competencies independently. Maybe this is what makes the number of Assessors at IPDN very small. The interest is low because budget support from the institution is very low or even not available (Interview Results, February 13, 2024).

That opinion is strengthened by the statement of Mr. Widyono, one of the certified Assessors at IPDN:

Most of my fellow lecturers are less interested in becoming Assessors due to the lack of support from the institution. If the Institution fully support, many lecturers will definitely be interested and enthusiastic to become Assessors (Interview Results, February 13, 2024).

When deciding to establish an LSP, IPDN did not face serious obstacles. This is mainly because of the mandate of Article 44 of Law Number 12 of 2012 concerning Higher Education, and the Regulation of the National Professional Certification Agency Number: 2/BNSP/III/2014 concerning Guidelines for the Establishment of Professional Certification Agency.

4. Policy Implementation

The last stage in the policy formulation process is the implementation or ratification of the policy. This stage needs to be carried out so that the selected policy will have binding legal force cannot be challenged and is in accordance with the applicable laws and regulations.

After going through a long journey, by conducting discussions at work meetings of all work units within the IPDN environment, the IPDN Legal and Cooperation Section conveyed the final draft in the Work Meeting to then be determined and ratified as the IPDN Chancellor's Decree. The policy was ratified on April 13, 2023, as the Chancellor's Decree Number: 500.10.2.2-225 of 2023 concerning the Establishment of a Professional Certification Agency of the Institute of Public Administration.

Regulation of the National Professional Certification Agency Number: 2/BNSP/III/2014 concerning Guidelines for the Establishment of Professional Certification Agency states that the provisions for the establishment of a Professional Certification Agency consist of the validity of LSPs, classification of LSPs, and the establishment of LSPs with general provisions consisting of certification schemes, scope of licenses, and naming of LSPs completed with LSP organizations, facilities and infrastructure.

LSPs function to implement competency certification with the following tasks:

- a. compiling and developing certification schemes;
- b. creating assessment tools and competency test materials;
- c. providing assessors;
- d. implementing certification;
- e. implementing certification maintenance surveillance;
- f. determining requirements, verifying and determining TUK;
- g. maintaining the performance of assessors and TUK; and
- h. developing certification services.

Besides, LSPs also have the authority to:

- a. issue competency certificates according to BNSP guidelines;
- b. revoke or cancel competency certificates;
- c. impose sanctions on assessors and TUKs who violate the rules;
- d. propose new schemes; and
- e. propose and or determine competency test fees.

The first step in establishing the LSP was done properly and correctly with the issuance of a Chancellor's decree on the establishment of the LSP. The organizational structure of the LSP consists of directive elements and implementing elements. The directive elements consist of a chairman who is also a member. The directive elements are the Chancellor and Vice Chancellor

of IPDN, while the implementing elements of the LSP consist of at least a chairman and the administration, certification, and quality management sections/functions.

The Director has the responsibility to maintain the sustainability of the LSP by determining the vision, mission, and objectives of the LSP; determining strategic plans, work programs, and budgets; appointing and dismissing LSP implementers; fostering communication with stakeholders; and mobilizing resources. The implementing elements of the LSP function as implementers of policies that have been determined by the Director, with the tasks: a) implementing the LSP work program; b) conducting monitoring and evaluation; c) preparing program plans and budgets; and d) providing reports and being responsible to the Director. The tasks of the Certification Section are: a) facilitating the preparation of certification schemes; b) preparing assessment tools and test materials; c) implementing certification activities, including competency maintenance and re-certification; d) determining the requirements for the test site (TUK); e) conducting verification and determining the TUK; and f) recruiting competency assessors and maintain their competency. The tasks of the Quality Management Section are: a) developing and implementing the LSP quality management system according to the BNSP Guidelines 201; b) maintaining the ongoing management system so that it remains in accordance with the standards and guidelines referred to; and c) conducting internal audits and facilitate management reviews. Meanwhile, the tasks of the Administration Section are a) facilitating LSP elements for the implementation of the professional certification program; b) carrying out the LSP organizational secretarial tasks; c) maintaining competency certification information; and d) preparing LSP activity reports.

Then, LSP determines the certification scheme to meet their customer' or stakeholders' demands, which is then submitted to BNSP to request a license. BNSP verifies the certification scheme submitted by LSP. LSP can make changes to the scheme, and then verified by BNSP. The selection of the certification scheme is based on considerations of the certification market needs and the LSP's service capabilities. In applying for a license, LSP submits a certification scheme in a rational number in order to guarantee the ability to handle certification. LSP can add or reduce the certification scheme requested for a license according to its needs and capabilities.

LSP selects and submits the competency certification scheme requested as the scope of the license to BNSP. Moreover, BNSP assesses and determines the scope of the license granted to LSP. Licensed LSPs operate only in certification schemes according to the scope of the license granted by BNSP. For first-party LSPs, the scope of the license refers to the scope of its main organization. If there are competency certification regulations, the determination of the scope of

the license refers to the related regulations. The selection of the scope of the license can be consulted with BNSP from the beginning of the application.

LSP needs to have a permanent office for at least 2 years. LSP should have adequate work facilities, including information technology-based data processing systems. In addition, LSP must have an activity plan that reflects the services provided to the industry and as income for funding the organization. LSP needs to have work units covering:

- a. Competency standards;
- b. Certification schemes and assessment tools including competency test materials;
- c. Competency Test Location;
- d. Competent personnel including competency assessors; and
- e. Certification implementation control system.

Concerning office facilities, IPDN LSP has an office in the former old Library Building. The existence of the LSP office is necessary as an adequate work facility. The LSP office needs to be equipped with information technology-based data processing systems as conveyed by the head of the General and Equipment Section at IPDN:

I have prepared a place for the LSP office. For now, the LSP office can use the former old Library room. There is an empty room there. We will prepare the interior and furniture (Interview Results, February 13, 2024).

Based on the discussion, the LSP has been established at IPDN. Currently, the need is to prepare the competency certification scheme, LSP scope, and BNSP completeness license and infrastructure facilities. The establishment of LSP at IPDN is expected to produce highly competitive graduates in carrying out their duties in the field.

Conclusion

Based on the results of analysis and discussion, it can be said that the introduction and formulation of the problem of the absence of specific competencies possessed by IPDN graduates have been carried out well. This is indicated by the identification of the strategic issue of the lack of competitiveness of IPDN graduates. In its implementation, IPDN prioritizes handling the problem of the absence of LSP outside IPDN whose competency field specifications are in accordance with the study programs available at IPDN and then formulate a strategy for the establishment of LSP at IPDN. This is evidenced by the issuance of the Chancellor's Decree Number: 500.10.2.2-225 of 2023 concerning the Establishment of the Professional Certification Agency at the Institute of Public Administration.

The selection of an alternative policy to improve the competence of BNSP-licensed Assessors requires a long process. It covers conflicts of interest, the lack of willingness of educators, and the high cost of developing competence. Meanwhile, the establishment of LSP at IPDN LSP does not face serious obstacles. This is due to the mandate of Article 44 of Law Number 12 of 2012 concerning Higher Education, and the Regulation of the National Professional Certification Agency Number: 2/BNSP/III/2014 concerning Guidelines for the Establishment of Professional Certification Agencies as well as the desire to further optimize organizational performance from operational and resource aspects. The IPDN Chancellor and all Work Units within IPDN implement formulate and produce a policy in the form of the Chancellor's Decree Number: 500.10.2.2-225 of 2023 concerning the Establishment of the Professional Certification Agency at the Institute of Public Administration.

Based on the conclusions, the researcher formulates the following recommendation for the continuation of the establishment of IPDN LSP, namely:

1. IPDN needs to prepare LSP establishment documents in accordance with BNSP Regulation Number 2/BNSP/III/2014 concerning the Establishment of LSP, namely:
 - a. Appreciation Application Letter;
 - b. License Application Letter;
 - c. SCHEME Verification Application Letter;
 - d. Form;
 - e. Scope of License Application;
 - f. P1 Establishment Legal Document;
 - g. Organizational Structure and Personnel Document;
 - h. Letter of Support;
 - i. Quality Guide;
 - j. SOP;
 - k. SKKNI;
 - l. SCHEME;
 - m. List of Verified TUK;
 - n. List of Competency Assessors;
 - o. Assessment Tools (MUK);
 - p. Strategic Plans;
 - q. Internal Audit; and
 - r. System Trial Report.
2. Besides conducting competency tests, LSP-P1 IPDN educational institutions can also provide information on education and training as prerequisites for participating in certification.

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