

Evaluation of Competence Certification for The Prospective Graduates of Institut Pemerintahan Dalam Negeri Year 2020-2022

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ABSTRAK

Institut Pemerintahan Dalam Negeri (IPDN) telah melaksanakan sertifikasi kompetensi bagi calon lulusannya sejak Year 2020. Salah satu permasalahan yang muncul adalah pelaksanaan sertifikasi kompetensi tidak dilaksanakan dan tidak terakreditasi oleh Badan Nasional Sertifikasi Profesi (BNSP) atau Lembaga Serifikasi Profesi (LSP). Untuk itu perlu dilakukan evaluasi pelaksanaan sertifikasi kompetensi bagi calon lulusan IPDN Year 2020-2022. Tujuan penelitian ini adalah untuk mengevaluasi pelaksanaan sertifikasi kompetensi bagi calon lulusan IPDN, dari aspek konteks, aspek input, aspek proses, dan aspek produk. Penelitian ini merupakan penelitian evaluatif dengan menggunakan model CIPP dengan pendekatan deskriptif kuantitatif. Teknik pengumpulan data menggunakan teknik angket, wawancara, dan dokumentasi. Alat analisis menggunakan model evaluasi CIPP yang meliputi aspek *Konteks*, *Input*, *Proses*, dan *Produk*. Hasil penelitian menunjukkan bahwa evaluasi pelaksanaan sertifikasi kompetensi bagi calon lulusan IPDN Year 2020-2022 dengan menggunakan model CIPP, secara umum berada pada kriteria Inappropriate, dengan rincian kriteria pada Dimensi Konteks Very Appropriate, Dimensi Input dan Dimensi Proses Inappropriate, serta Dimensi Produk Very Inappropriate. Dari sisi regulasi, pelaksanaan sertifikasi kompetensi bagi calon lulusan IPDN Year 2020-2022 tidak memperoleh legalitas karena mulai proses pelaksanaan sampai dengan produk yang dihasilkan tidak melakukan koordinasi dengan BNSP. Rekomendasi kebijakan yang disarankan, yaitu IPDN segera membentuk Lembaga Sertifikasi Profesi (LSP) seperti LSP pihak kesatu lembaga Pendidikan bersertifikasi BNSP serta meningkatkan kompetensi dan jumlah asesor yang terlisensi BNSP berdasarkan kebutuhan masing-masing Study Program. Pelaksanaan sertifikasi kompetensi bagi calon lulusan IPDN dapat dilakukan melalui sistem seleksi yang transparan dan terbuka sehingga hanya yang lulus seleksi yang dapat mengikuti sertifikasi kompetensi.

Kata Kunci : Sertifikasi Kompetensi, Uji Kompetensi, Lulusan

ABSTRACT

The Institute of Home Affairs Governance (IPDN) has been conducting competency certification for prospective graduates since 2020. However, one of the major issues encountered was the lack of accreditation and coordination with the National Agency of Profession Certification (BNSP) or a Professional Certification Institute (LSP). Therefore, it is crucial to evaluate the implementation of competency certification for prospective IPDN graduates from 2020 to 2022. This study assessed the context, input, process, and product aspects of the certification process using an evaluative approach using the CIPP model and quantitative descriptive methods. Data were collected through questionnaires, interviews, and documentation analysis. The analysis utilized the CIPP evaluation model, which encompassed the context, input,

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process, and product dimensions. The findings indicate that the overall evaluation of the implementation of competency certification for prospective IPDN graduates from 2020 to 2022 falls under the non-conforming criteria. Specifically, the context dimension is strongly appropriate, while the input and process dimensions are deemed not Appropriate, and the product dimension is strongly inappropriate. It is important to note that the implementation of competency certification for prospective IPDN graduates in this period lacks legal validity as it does not align with BNSP coordination. To address these issues, it is recommended that IPDN promptly establishes an LSP as a BNSP-certified educational institution and enhances the competence and number of BNSP-licensed assessors based on the specific needs of each Study Program. In the meantime, competency certification for prospective IPDN graduates can be conducted through a selection system.

Keywords: *Competency Certification, Competence Test, Alumnus.*

Introduction

The era of globalization, characterized by intense competition, necessitates endurance and competitiveness in supporting organizational productivity and gaining a competitive advantage. This can be achieved through the development of human resources, which are considered valuable "intellectual assets". HR development requires a synergistic combination of learning and performance aspects. Enhancing the quality of human resources has become a top priority in the 2020-2024 National Medium-Term Development Plan. The government is actively working to enhance human resource quality by implementing competency certification and professional certification programs. Certification plays a crucial role in establishing a robust professional career structure and fostering quality across various sectors, including education, healthcare, finance, government, and society. To address this need, the Ministry of Education and Culture, through the Directorate General of Vocational Education, has introduced the Competency and Professional Certification Program for educators, education staff, and vocational higher education students.

The Institute of Domestic Administration (IPDN), as a Service Education Institution, plays a crucial role in offering the Vocational Education Program. This program aims to produce exceptional, skilled, competitive, and ethical government cadres who are dedicated to serving the domestic sphere. As part of their commitment to enhancing the competency of prospective graduates, IPDN has implemented a competency certification process. This certification is designed to elevate the capabilities and professionalism of graduates to align with the Indonesian National Qualifications Framework (KKNI). By incorporating competency certification into vocational and professional education programs, IPDN aims to provide tangible recognition for graduates who possess the necessary skills and are prepared to enter the workforce, in addition to their academic diplomas.

IPDN graduates are candidates for Civil Servants who are well-prepared to undertake domestic administration responsibilities at both the Central Government and Regional Governments. Since 2020, IPDN has introduced competency certification for prospective graduates of the Applied Bachelor Program (Diploma IV). This certification process is structured around the specific study programs offered at IPDN. The main objective of implementing competency certification is to provide graduates with a complementary certification alongside their diplomas. This certification is issued by either the National Professional Certification Agency (BNSP) or the Professional Certification Institute (LSP). By doing so, IPDN aims to ensure the quality and competence of its graduates, thereby enhancing their competitiveness in the job market. Ultimately, the goal is to produce outstanding, professional, competitive, and ethically-minded government cadres who can effectively contribute to the domestic sphere.

In general, competency certification is very useful in the professionalism of carrying out one's duties/work which is proof of written recognition of the work competence one has mastered in order to create the right man on the right job, the right man in the right place. Thayeb & Santosa, (2021) conclude that competency certification, training intensity, and teaching experience simultaneously have a significant effect on instructor professionalism. Nurniah et al. (2018) concluded that competency certification has a positive and significant effect on the variables of waiting time, suitability for placement and salary so that competency testing must be further improved and maximized because it is very useful for alumni. Competency certificates that are owned shorten waiting times, place alumni in the right position and become a consideration in obtaining high salaries. Rodin (2015) concluded that the competency test certification for librarians ultimately boils down to how to improve the professionalism of the librarians themselves so that the right man on the right job, the right man in the right place will apply, then professionalism will be created for librarians in carrying out their duties and function as librarian. By having a librarian competency certificate, librarians will have written acknowledgment of the work competences that have been mastered.

The viewpoint expressed aligns with the findings of Rohani research (2022) which highlights Tourism Competency Certification as a governmental policy aimed at enhancing the quality of human resources. Certification serves to standardize procedures and service levels provided by employees across all hotels. The competency certification program is a crucial strategy to boost the confidence of tourism workers, as it validates their competence. With increased self-assurance, employee performance in service delivery and overall tourism business can be improved.

Prawiyogi & Toyibah (2020) explained that the development of a competency certification model becomes imperative to enhance student competence and produce high-quality undergraduate graduates. The acquisition of a competency certificate from a recognized and accredited institution serves as an expression of the attained competence, further reinforcing the significance of certification in establishing professional credibility.

The implementation of competency certification for prospective IPDN graduates between 2020 and 2022 has faced several issues based on field observations. One significant problem that arose was the lack of implementation and accreditation of competency certification by BNSP or LSP. This concern was supported by the findings of the Inspectorate General of the Ministry of Home Affairs, as highlighted in the Minister of Home Affairs Letter Number: 700.1.2.1/251/IJ dated 3 February 2023, which conveyed the results of the Performance Examination for the fiscal year 2022. The examination revealed that the competency certification provided to Praja (IPDN students) was not issued by an accredited LSP, resulting in the testing of competencies that may not align with the Study Program requirements expected by the community and stakeholders. Moreover, this discrepancy contradicts Law Number 13 of 2003 concerning Manpower and Government Regulation Number 10 of 2018 regarding BNSP. These legal provisions explicitly designate BNSP as the sole institution authorized to carry out competency certification, emphasizing the importance of adherence to established standards.

Several research studies have evaluated the implementation of competency certification tests in various contexts. Astutik, et al. (2023) focused on the Competency Test for Vocational High School Students in the Multimedia skills program at LSP P1 SMK Negeri 2 Kota Kediri. The study concluded that the implementation of the test was categorized as very appropriate in all aspects. However, it identified that students' competence to work in national-scale industries was relatively low, the test duration did not fully consider the characteristics of SMK students, and the certificate issued by LSP P1 did not indicate mastery of the level 2 SKKNI scheme required for SMK graduates.

Khairunisa (2022) assessed the Level II KKNi Work Competency Certification program in the Field of Automation and Office Management Skills for students of SMK Negeri 45 Jakarta at LSP-P1 SMK Negeri 45 Jakarta. The study concluded that the implementation of the program, specifically in the competency skills of Office Automation and Management, was effective and optimal. In another study by Kuntoro (2020), the implementation of the Competency Test for Vocational High School Students in the Light Vehicle Engineering program in Banyumas Regency by LSP-P3 was evaluated. The research indicated that the implementation was very appropriate in

all aspects. However, it identified that assessors overseeing the tests were from the school itself, and the certificates issued by LSP TOP did not reflect the mastery of the level 2 SKKNI scheme required for SMK graduates. The controlled scheme was limited to the Light Vehicle Engine Tune Up Injection System Sub-sector scheme.

Based on the aforementioned research, it is evident that competency certification has been implemented by licensed LSPs under the authority of BNSP. However, the process of competency certification at IPDN diverges from this approach as it is conducted independently by IPDN without holding a license from BNSP. Consequently, the competency certificates issued by IPDN are not endorsed by BNSP or any LSPs authorized by BNSP.

In regards to the aforementioned issues, the authors are keen on assessing the implementation of competency certification for prospective IPDN graduates. The objective is to conduct a comprehensive evaluation of the competency certification process for IPDN graduates from 2020 to 2022, which does not involve BNSP or any LSPs licensed by BNSP.

Competence refers to the capability of performing a job effectively, relying on a combination of skills, knowledge, and the required work attitude (Wibowo in Mamuju, 2023). Edison et al. (in Suryani & Firmansyah, 2021:50) define competency as an individual's aptitude to carry out a job proficiently, encompassing knowledge, skills, and attitudes. Building upon this perspective, Sutrisno (in Mulia & Saputra, 2021:6) asserts that competence as an ability based on skills and knowledge supported by work attitudes and their application in carrying out duties and work in the workplace that refer to the specified work requirements.

Becker and Ulrich (in Zulkifli, 2022:69) state that competency refers to knowledge, skills, abilities, or personality characteristics that directly affect employee performance. Robbins (in Rapika & Sari, 2019:67) also defined competence as the capacity or capability of an individual to carry out diverse tasks within a job. This ability is influenced by two key factors: intellectual ability and physical capacity.

Based on the perspectives, competence can be understood as a combination of characteristics and abilities necessary for effective performance in a particular job or role. It encompasses various aspects such as knowledge, skills, and work attitudes that align with the duties and functions associated with the position. Competence also encompasses the fundamental values and attitudes that are reflected in one's consistent and continuous thinking and behavior patterns, enabling them to carry out tasks effectively. These patterns of thinking and acting are rooted in noble character, encompassing personal, social, community, religious, and national aspects of life. In essence, competence entails possessing the foundational knowledge, skills, values, and attitudes required to accomplish tasks successfully.

Professional certification, also known as certification or qualification, is a recognition granted by a professional organization to individuals, indicating their capability to perform a specific job or task. It involves an assessment process that evaluates competence, expertise, and skills within a particular field or domain, including scientific disciplines, specialized skills, functions, or expertise. The term "certification" originates from the word "certify," which denotes a diploma or an official acknowledgment of an individual's competence to undertake a professional position.

Certification can be understood as both a certificate issued by an authorized institution to a profession and as a declaration of the profession's eligibility to perform a specific task (Wahyudi in Purwaningrum, 2017:1). This perspective is shared by Mulyasa (in Adhar, 2013:77) asserts that certification involves a competency evaluation process designed to assess an individual's mastery of competence as the basis for granting educator certificates. Competency certificates are typically obtained from educational providers and training institutions upon successfully passing a competency test administered by an accredited educational unit or certification body.

As per Muslich (in Ramadani & Indrayani, 2018:207) certification involves the granting of educational certificates to workers who have fulfilled specific requirements, including academic qualifications, competencies, physical and mental health, and the ability to contribute to national educational goals. This process is accompanied by an improvement in their welfare. Similarly, Shoimin (in Maria Karolina Koton, 2020:3) shares the view that teacher certification is the process of certifying educators to teachers who have met the requirements and the teachers concerned deserve to be called professional teachers. Professional teachers are an absolute requirement for creating quality educational systems and practices. Building upon these perspectives, Yamin (in Supriyadi & Priyastiwi, 2017:94) defines certification as the process of providing educational certificates for teachers and lecturers or formal evidence as recognition given to teachers and lecturers as professionals.

Based on the perspectives mentioned earlier, competency certification testing involves an assessment and evaluation process designed to determine whether an individual has acquired the necessary skills and knowledge to meet specific standards within a profession or field of work. These certification tests are typically conducted by independent and reputable bodies or institutions, aiming to enhance the quality and instill public confidence in an individual's qualifications and abilities in a particular domain. The purpose of such testing is to ensure that individuals possess the required competencies and to uphold the standards within the respective field.

Evaluation, in its literal sense, refers to the process of assessing the value or worth of an object, thing, or even a situation, based on specific criteria or references, with the aim of achieving certain goals. Evaluations are conducted to gather and analyze data, which is then compared to predetermined standards or objectives. The purpose of such evaluations is to provide a foundation for informed decision-making, using the collected information as a basis for determining the effectiveness, efficiency, or quality of the subject being evaluated.

Evaluation is a systematic and ongoing process that involves the collection, description, interpretation, and presentation of information about a program or situation. Its purpose is to provide a basis for decision-making, policy formulation, and the development of future programs (Widoyoko ini Mulyaningrum et al., 2020:90). Tedi Priatna (2015:9) define evaluation as an activity that measures and assesses something or a particular situation, presenting information in the form of values to serve as alternatives for decision-making. Similarly, (Wirawan in Mais et al., 2019:3) describes evaluation as a research process that involves gathering, analyzing, and presenting valuable information about the subject being evaluated. This information is then compared against evaluation indicators and used to make decisions related to the subject under evaluation.

Evaluation can be understood as a process or activity of selecting, collecting, analyzing and presenting information which serves as a basis for making a policy or decision regarding an object.

Second, the ASTD (American Society for Training and Development) model is an evaluation model that was first introduced by Patricia Phillips in 1997. The ASTD model consists of 5 (five) levels of evaluation, namely Reaction (evaluating participants' responses to the program, such as satisfaction, interest, and engagement), Learning (evaluating the participants' increased knowledge, skills and attitudes as a result of the program), Application (evaluating the application of the participants' acquired skills and knowledge in the work environment), Impact (evaluating the impact of the program on the organization or work environment, such as improving productivity, quality, or profit).

Another evaluation model utilized is the ASTD (American Society for Training and Development) model, which was initially introduced by Patricia Phillips in 1997. The ASTD model encompasses five levels of evaluation. These levels include: Reaction (assessing participants' responses to the program, such as satisfaction, interest, and engagement), Learning (evaluating the increase in participants' knowledge, skills, and attitudes resulting from the program), Application (evaluating the practical application of acquired skills and knowledge in the work environment), Impact (measuring the program's effect on the organization or work

environment, such as enhanced productivity, quality, or profitability), and Return On Investment (ROI), which involves assessing program effectiveness by comparing costs with the resulting financial benefits.

Moreover, there is the CIPP model (Context, Input, Process, Product), a program evaluation framework developed by Stufflebeam and Shinkfield in 1985. This model adopts a systemic approach that assesses programs across four interconnected dimensions: context, input, process, and product. Context pertains to the external factors that impact the program, such as objectives, policies, and environmental conditions. Input encompasses the resources utilized in program implementation, such as labor, time, and budget. Process encompasses the activities undertaken to execute the program, including teaching strategies, curriculum design, and evaluation methods. Product refers to the outcomes attained by the program, such as improved performance, participant satisfaction, and societal impact. The CIPP model finds applicability in evaluating educational, training, and organizational development initiatives. It emphasizes the evaluation of not only the results but also the factors that influence program success, from context and input to process.

The principles underlying the three models are indeed similar, but the CIPP model offers a broader perspective compared to the Kirkpatrick model and the ASTD model. While all three models touch upon the program implementation stage and its resulting impact, the CIPP model goes beyond that by encompassing evaluation from the program's planning phase, resource allocation, implementation process, and the resulting outcomes. In contrast, the other two models do not delve into the planning and resource support stages. As a result, when evaluating the implementation of competency certification for prospective IPDN graduates, researchers opted for the CIPP model to ensure its relevance and ability to address the existing challenges effectively.

Research Methods

This study was conducted as an evaluative research using the CIPP model with a quantitative descriptive approach. Samples were selected purposively based on certain criteria (Sugiyono in Chan et al., 2019:154). The data sourced from 50 respondents. Specifically, there were 15 assessors from each Faculty (Faculty of Government Management, Faculty of Government Politics, Faculty of Public Protection), 30 competency test participants from each Faculty, 3 executive committee members from each Faculty, and 2 individuals from the Planning Section.

The data were collected using questionnaires, interviews, and documentation. The questionnaire consisted of a set of questions or written statements to explore the implementation of competency certification for prospective IPDN graduates from 2020 to 2022. Guided and free

interviews were conducted to follow up open-ended questions for ind-depth comprehension about various aspects of the competency certification implementation. Documentation was also utilized to gather relevant documents pertaining to the implementation of competency certification, including materials from scientific journals for literature review purposes.

Quantitative descriptive analysis with index analysis were employed in data analysis to provide a descriptive overview of the research respondents, particularly with regards to the variables under investigation in the study.

Through these index numbers, it will be possible to determine the extent to which respondents perceive the variables indicated in the study. The questionnaire instrument items for each aspect comprise 10 question items, with 4 answer choices using the Likert scale model, assigning scores ranging from 1 to 4. With a total of 50 respondents and a combined total of 40 question items, the index can be calculated using the range of 40 to 160.

- ✓ Highest score: $4 \times 40 = 160$
- ✓ Lowest score: $1 \times 40 = 40$
- ✓ Interval score: $40/160 \times 100\% = 25\%$

Therefore, the interpretation of the scores based on the interval is presented as follows.

- ❖ Score 1% – 25% = Very Inappropriate
- ❖ Score 26% – 50% = Inappropriate
- ❖ Score 51% – 75% = Appropriate
- ❖ Score 76% – 100% = Very Appropriate

The data were analyzed by comparing the obtained score with the ideal score multiplied by 100%, and then categorizing them based on pre-established interpretation criteria. The analysis aimed to calculate the Percentage of Effectiveness (PE) for all aspects, which is derived from the average score of the Percentage of Aspects (PA). The PA score can be determined using the following formula:

$$PA = \frac{\text{Average Score}}{\text{Maximum Score Range}} \times 100\%$$

Results and Discussion

The Implementation of Competency Certification for Prospective IPDN Graduates

The implementation of competency certification for prospective IPDN graduates began in 2020 as a response to IPDN Chancellor Regulation Number 11 of 2020, which outlines the IPDN Strategic Plan for 2020-2024. Within this plan, competency certification for prospective IPDN

graduates is identified as one of the performance indicators for the IPDN Program. This initiative is in line with the funding framework and performance targets set for IPDN from 2020 to 2024.

The primary objective behind implementing competency certification is to provide IPDN graduates with a BNSP licensed expertise certificate as a complement to their diplomas. By obtaining this competency certificate, it is anticipated that IPDN graduates will gain a competitive edge and added value, enabling them to effectively carry out their responsibilities as government officials at both the central and regional levels.

The increase in the number of prospective IPDN graduates taking the competency test from 2020 to 2022 and the areas of expertise subject to competency testing can be explained as follows:

1. Year 2020

Competency tests were conducted for the Praja Utama units of batch XXVII, consisting of prospective graduates of IPDN for the academic year 2019/2020. The total number of Praja Utama units subjected to the competency tests was 419, as stated in the Decree of the Rector of IPDN Number 424-349 of 2020. This particular decree pertains to the appointment of certified assessors and experts/assessors for competency test experts for the Praja Utama units of batch XXVII at IPDN.

a. Faculty of Governance Management, consisting of:

- 1) Regional Finance Sector of Regional Finance D.IV Study Program;
- 2) Regional Finance Sector of Undergraduate Program of Financial Management Program.

b. Faculty of Governance Politics, consisting of:

- 1) Public Policy Studies of Governance Politics Study Program IV;
- 2) Public Policy Studies of Public Policy Study Undergraduate Program S1.

The results of the competency test for the 419 Praja Utama units of batch XXVII indicated that all participants were deemed competent in at least one competency exam material substance. Furthermore, out of the total participants, 32 individuals demonstrated competence in all competency test material substances, which encompassed 10 competency test instruments aligned with their respective study programs.

2. Year 2021

In 2021, a competency test was conducted for the Praja Utama units of batch XXVIII, comprising prospective graduates of IPDN for the academic year 2020/2021. There were 1,529 participants as stated in the Decree of the Rector of IPDN Number 896-436 of 2021. This decree

pertains to the appointment of certified assessors, expert assessors, and supervisors for the competency test room for Praja Utama units of batch XXVIII. The areas of expertise that were tested include:

- a. Faculty of Governance Management, consisting of:
 - 1) Population and Civil Registration Field, Department of Population Administration and Civil Registration Studies;
 - 2) Human Resources Field, Department of Human Resource Management and Civil Servant Resource Management Studies;
 - 3) Public Service Field, Department of Government Management Studies;
 - 4) Development Planning Field, Department of Development Management Studies;
 - 5) Local Finance Field, Department of Financial Management and Local Finance Studies.
- b. Faculty of Governance Politics, consisting of:
 - 1) Domestic Politics Field, Department of Government Politics Studies;
 - 2) Community Empowerment Field, Department of Development and Community Empowerment Studies;
 - 3) Public Policy Field, Department of Government Policy Studies.

Based on the results of the competency test, out of 1,529 Praja Utama class XXVIII who took the competency test, 922 Praja Utama or 60.3% were declared competent.

3. Year 2022

In 2022, competency tests were conducted for the Praja Utama units of batch XXIX, which consists of prospective graduates of IPDN for the academic year 2021/2022. The total number of Praja Utama units involved in the test was 1,993. Out of these, 1,720 Main Prajas, or 86.3% of the participants, were declared competent. The implementation of the competency test was conducted separately by each faculty as specified in the following section.

a. Faculty of Governance Management

Competency tests were conducted for 596 Praja Utama units based on IPDN Chancellor Decree Number 800.05–236 of 2022. This decree specifically pertains to the appointment of implementation teams, certified assessors, expert assessors, and resource persons for competency test activities for Praja Utama units of batch XXIX in the Bachelor of Applied Program, Faculty of Government Politics, IPDN for the academic year 2021/2022.

The areas of expertise that were tested for this program include:

- 1) Finance Field, Public Finance Program of Study;

- 2) Local Government Administration Field, Local Government Administration Program of Study;
- 3) Information Technology Field, Government Information Engineering Technology Program of Study;
- 4) Human Resources Management Field, Public Sector Human Resources Management Program of Study.

Of 806 Praja Utama of the Faculty of Government Management class XXIX who took the competency test, 613 were declared competent (76.05%).

b. Faculty of Governance Politics.

Competency tests have been conducted for 596 Praja Utama units based on IPDN Chancellor Decree Number 800.05–236 of 2022. This decree pertains to the appointment of implementation teams, certified assessors, expert assessors, and resource persons for competency test activities for Praja Utama units of batch XXIX in the Bachelor of Applied Program, Faculty of Government Politics at IPDN for the academic year 2021/2022. As specified in IPDN TA. 2021/2022, the areas of expertise tested include:

- 1) Domestic Politics Field, Applied Indonesian Politics Program of Study;
- 2) Public Policy Field, Public Policy Program of Study;
- 3) Community Empowerment Field, Economic Development and Community Empowerment Program of Study.

Of 596 Praja Utama of the Faculty of Government Politics batch XXIX who took the competency test, 516 Praja Utama or 86.58% were declared competent.

c. Faculty of Community Protection

Competency tests have been conducted for 591 Praja Utama units based on IPDN Chancellor's Decree Number 800.05–199 of 2022. This decree specifically pertains to the appointment of competency test implementation teams for Praja Utama units of batch XXIX of the Applied Undergraduate Program in the Faculty of Public Protection at IPDN for the academic year 2021/2022 that included.

- 1) Police Governance Field, Practice in Police Governance Program of Study;
- 2) Population and Civil Registration Field, Population and Civil Registration Studies Program of Study;

- 3) Public Security and Safety Field, Public Security and Safety Management Program of Study.

The 591 Primary Praja of the Faculty of Community Protection class XXIX were declared competent (100%). The results of the competency tests for prospective IPDN graduates from 2020 to 2022 are presented in the following Table.

Table 1. Results of Competency Test for IPDN Graduates, Year 2020 to 2022.

No	Field	Study Program	Prospective Graduates	Number of Participants	Competence Competent	Test Outcome Incompetent
1	2	3	4	5	6	7
Year 2020			884	419	419	-
FACULTY OF GOVERNANCE MANAGEMENT			489	151	151	-
1	Regional Finance	Regional Finance (Diploma IV)	126	126	126	-
2	-	Resource Management among Officials (Diploma IV)	118	-	-	-
3	-	Administrative of Population and Civil Registration (Diploma IV)	118	-	-	-
4	Regional Finance	Financial Management (Bachelor's degree)	25	25	25	-
5		Development Management (Bachelor's degree)	26	-	-	-
6		Human Resource Management (Bachelor's Degree)	26	-	-	-
7		Government Management (Bachelor's degree)	50	-	-	-
FACULTY OF GOVERNANCE POLITICS			395	268	268	-
1	Public Policy	Government Politics (Diploma IV)	222	220	220	-
2	-	Development and Empowerment (Diploma IV)	124	-	-	-
3	Public Policy	Government Policy (Bachelor's degree)	49	48	48	-
YEAR 2021			1.531	1.531	922	609
FACULTY OF GOVERNANCE MANAGEMENT			810	810	465	345
1	Regional Finance	Regional Finance (Diploma IV)	246	271	77	194
2		Financial Management (Bachelor's degree)	25			

1	2	3	4	5	6	7
3	Human Resources	Resource Management (Diploma IV)	201	226	161	65
4		Human Resource Management (Bachelor's degree)	25			
5	Population and Civil Registration	Administrative of Population and Civil Registration (Diploma IV)	240	240	176	64
6		Development Management (Bachelor's degree)	25	25	15	10
7	Development Planning	Government Management (Bachelor's degree)	48	48	36	12
FACULTY OF GOVERNANCE POLITICS			721	721	457	264
1	Domestic Politics	Government Politics (Diploma IV)	378	378	313	65
2	Community Empowerment	Development and Community Empowerment (Bachelor's degree)	319	319	133	186
3	Public Policy	Government Policy (Bachelor's degree)	24	24	11	13
YEAR 2022 FACULTY OF GOVERNANCE MANAGEMENT			1.993	1.993	1.720	273
FACULTY OF GOVERNANCE MANAGEMENT			806	806	613	193
1	Finance	Public Finance	206	206	89	117
2	Local Government Administration	Local Government Administration	201	201	164	37
3	Information Technology	Government Information Engineering Technology	199	199	194	5
4	Human Resource Management	Public Sector Human Resource Management	200	200	166	34
FACULTY OF GOVERNANCE POLITICS			596	596	516	80
FACULTY OF GOVERNANCE POLITICS						
1	Domestic Politics	Applied Indonesian Politics	203	203	163	40
2	Community Empowerment	Public Policy Studies	196	196	161	35
3	Public Policy	Economic Development and Community Empowerment	197	197	192	5

1	2	3	4	5	6	7
FACULTY OF COMMUNITY PROTECTION			591	591	591	-
1	Police Governance	Politic Practices	196	196	196	-
2	Population and Civil Registration	Public Policy Studies	201	201	201	-
3	Public Security and Safety	Economic Development and Community Empowerment	194	194	194	-

Source: Report on the Implementation of Competency Test for Graduates of IPDN from the Faculty of Governance Politics, Faculty of Governance Management, and Faculty of Community Protection, Year 2020 to 2022.

Summary of the implementation progress of competency certification for IPDN graduates from 2020 to 2022 can be seen in the following Table.

Table 2: Results of Competency Test Implementation for IPDN Graduates, Year 2020 to 2022.

Year	Number of Praja Utama	Competence Test Members	Competent		Incompetent	
			Total	%	Total	%
1	2	3	4	5	6	7
2020	884	419	419	100	0	0
2021	1.531	1.531	922	60,3	609	39,7
2022	1.993	1.993	1.720	86,3	273	13,7

Source: Report on the Results of Competency Test Implementation for IPDN Graduates from the Faculty of Governance Politics, Faculty of Governance Management, and Faculty of Community Protection, Year 2020 to 2022 (data processed).

The Evaluation of Competence Certificate for IPDN Prospective Gradautes

The evaluation of the implementation of competency certification for prospective IPDN graduates was performed using the CIPP model to examine the program across four interconnected dimensions: context, input, process, and product.

Context Aspect

Numerous formulations for context evaluation have been proposed by evaluation experts. Sax (in Darodjat dan Wahyudhiana M, 2015:5) states that "“*Context evaluation is the delineation population and sample of individuals to be served, and the project objectives. Context evaluation provides a rationale for justifying a particular type of program intervention*”". This quote emphasizes that context evaluation entails gathering information to determine goals and define the relevant environment. Similarly, Stufflebeam & Shinkfield (in Darodjat dan Wahyudhiana M, 2015:6) explain that "“*To assess the strengths at hand that could be used to remedy the deficiencies, to diagnose problems whose environment. A context evaluation also is aimed at examining whether*

existing goals and priorities are attuned to the needs of whoever is supposed to be served". The essence of this quote suggests that context evaluation seeks to assess the overall status of the subject, identify weaknesses and strengths, diagnose issues, propose solutions, and evaluate whether goals and priorities are aligned with the implementation needs.

In this research, the Context Dimension refers to the external factors that influence the program, including goals, policies, and environmental conditions. The objective aspect pertains to the initial purpose of the competency certification conducted by IPDN for prospective graduates. The policy aspect focuses on the rules and regulations, as well as the underlying needs, that shape the implementation policies for competency certification. The Aspect of Environmental Conditions aims to analyze the environmental factors at IPDN, including the opportunities and obstacles associated with the implementation of competency certification. The evaluation findings for the Context Dimension are presented in Table 3 below.

Table 3: Results of Evaluation of Competency Certification Implementation for IPDN Graduates, Year 2020-2022, in the Context Dimension.

Dimension	Aspects being Evaluated	\bar{x}	PA (%)	Criteria
1	2	3	4	5
Context	Objectives	3.28	81.88	Very Appropriate
	Policy	3.33	83.33	Very Appropriate
	Environment Condition	3.17	79.17	Very Appropriate
Effectiveness Percentage (PE)		3.26	81.46	Very Appropriate

Source: Author's Data Processed, 2023

From the information provided in the Table above, it is evident that the evaluation of the Objective Aspect received an average score of 3.28, equivalent to 81.88% of the respondents, which falls within the "Very Appropriate" criteria. Similarly, the Policy Aspect received an average score of 3.33, or 83.33% of the respondents, also classified as "Very Appropriate." Furthermore, the evaluation of the Environmental Conditions Aspect obtained an average score of 3.17, corresponding to 79.17% of the respondents, indicating a classification of "Very Appropriate."

The implementation of competency certification for prospective IPDN graduates aligns with the strategy of the President of the Republic of Indonesia in realizing the Nawacita mission and achieving the Indonesia 2045 vision. This strategy aims to enhance Indonesia's productivity, competitiveness, and adaptability in navigating dynamic and challenging global circumstances. The Vice President of the Republic of Indonesia emphasized this during the inauguration ceremony for the Junior Civil Service Graduates of IPDN Batch XXXVIII in 2021 at the Vice President's Palace.

The Civil Service Youth Service is expected to serve as a role model for society and their surroundings, contributing to the transformation of our nation into an adaptive, innovative, creative, productive, and competitive society. It is essential to demonstrate moral values and a strong dedication, without being solely driven by aspirations for occupying structural positions. The government is currently focusing on developing functional positions that prioritize expertise, streamlining bureaucratic processes, fostering faith and piety in carrying out responsibilities, and promoting the spirit of Pancasila while strengthening national unity and harmony (source: <https://www.wapresri.go.id/sambutan-pada-pelantikan-pamong-praja-muda-ipdn-angkatan-xxviii-Year-2021/>).

The statement above is in line with the statement of the Vice Chairman of Commission II DPR RI, Mr. DR. Junimart Girsang, SH., MBA., MH., during a working visit of Commission II of the Republic of Indonesia DPR to IPDN Jatinangor Campus, as follows:

The presence of government cadres serving as civil servants and public servants holds great significance and strategic importance. It aligns with the paradigm shift in governance, which has brought about fundamental changes in the future of governance. Consequently, government officials are expected to exhibit responsiveness, proactivity, and a strong focus on public service to promote the welfare of the community (source: <https://www.dpr.go.id/akd/index/id/Kunjungan-Kerja-Komisi-II>).

The stakeholder satisfaction survey conducted on the performance of IPDN alumni from 2020 to 2022 serves as the foundation for implementing competency certification for prospective IPDN graduates. Stakeholders emphasize the significant importance of personal qualities possessed by IPDN graduates in effectively executing their responsibilities. The assessment results for 2020, 2021, and 2022 indicate scores of 3.23, 3.6, and 3.8 respectively, on a scale of 1 to 4. These scores reflect the high expectations stakeholders hold regarding the quality of IPDN graduates and their ability to fulfill their duties.

Based on the research data provided, the implementation of competency certification for prospective IPDN graduates, as assessed through the Context Dimension, falls within the "Very Appropriate" criteria. This conclusion is supported by the average respondent score of 3.26, representing 81.46% of the respondents. The factors influencing this assessment include the aspects of Objectives, Policies, and Environmental Conditions, which all align with the "Very Appropriate" criteria.

Input Aspect

As explained by Stufflebeam & Shinkfield (in Darodjat dan Wahyudhiana M, 2015:6), the primary focus of Input evaluation is to assess how program objectives are attained. It aids in

decision-making, identifying available resources, examining the chosen alternatives, outlining plans and strategies for goal achievement, and establishing the operational procedures required to attain those objectives.

In this study, the Input Dimension refers to various factors crucial for program implementation, including manpower, time, and budget. The Manpower aspect involves Assessors who are accredited and certified by BNSP (National Professional Certification Agency) and hold a license from BNSP to conduct competency certification for prospective IPDN graduates. The time aspect pertains to the allocation and suitability of the venue for the competency certification implementation, while the budget aspect focuses on the allocated funds for the certification process. The evaluation results for the Input Dimension are presented in Table 4 below.

Table 4: Results of Evaluation of Competency Certification Implementation for IPDN Graduates, Year 2020-2022, in the Input Dimension

Dimension	Aspects being Evaluated	\bar{x}	PA (%)	Criteria
1	2	3	4	5
Input	Workforce	1.10	27.50	Unavailable
	Time	3.77	94.17	Very Appropriate
	Budget	1.00	25.00	Very Inappropriate
Effectiveness Percentage (PE)		1.96	48.89	Less Inappropriate

Source: Author's Data Processed, 2023

Based on the information provided in the Table above, the evaluation results for the Manpower Aspect indicate that the average respondent score is 1.10, equivalent to 27.50% of the respondents, falling within the "inappropriate" criteria. On the other hand, the Time Aspect received an average respondent score of 3.77, or 94.17% of the respondents, categorizing it as "very appropriate." However, the evaluation of the Budget Aspect reveals an average respondent score of 1.00, representing 25.00% of the respondents, indicating that it is classified as "very inappropriate."

The implementation of competency certification for prospective IPDN graduates primarily relies on assessors from within IPDN. External personnel are involved as resource persons or experts, responsible for compiling and preparing debriefing materials for competency test activities. They also provide guidance and facilitate interactive dialogue during the competency tests. The number of assessors involved in conducting the competency test for prospective IPDN graduates from 2020 to 2022 is as follows:

Table 4: Competency Test Assessors for IPDN Graduates, Year 2020-2022.

Year	Assessor		External Informants	Notes
	Internal	External		
1	2	3	4	5
2020	14 Certified Assessor 14 Expert Assessor	-	3 persons and 1 TA	Decree of the Rector Number: 424-349, Year 2020
2021	45 Certified Assessor (14 FPP, 31 FMP) 45 Expert Assessor (31 FPP, 14 FMP)	-	8 persons	Decree of the Rector Number: 800.05-433, Year 2021 and Number: 896-436, Year 2021
2022	39 Certified Assessor (14 FPP, 19 FMP, 6 FPM) 85 Expert Assessor (32 FPP, 30 FMP, 23 FPM)	4 Persons	13 People (9 FPP, 4 FPM)	Decree of the Rector Number: 800.05-236, Year 2022; Number: 800.05-199, Year 2022; and Number: 896-210, Year 2022

Source: Faculty of Governance Politics, Faculty of Governance Management, and Faculty of Community Protection, Year 2020-2022.

As seen in the Table, it is evident that out of a total of 246 assessors involved in conducting the competency test for prospective IPDN graduates from 2020 to 2022, only 4 external assessors were engaged. In addition, 25 other external staff members served as Resource Persons and Staff Experts. This indicates that the majority of assessors for the competency test were internal IPDN assessors. Furthermore, these assessors have not obtained a license from BNSP (National Professional Certification Agency) to conduct assessments for prospective IPDN graduates through competency tests. This is because the competency test implementation for prospective IPDN graduates has not been accredited by BNSP, which is the authorized institution responsible for competency certification, as outlined in BNSP Regulation Number: 09/BNSP.301/XI/2013. According to this regulation, the assignment of competency assessors should be coordinated by the LSP (Certification Service Provider), or in cases where there is no LSP available for the respective profession or sector/sub-sector, the assignment of assessors should be under the coordination and direct control of BNSP through the Assessor Competency Test Technical Committee (PTUK).

The implementation of competency certification for prospective IPDN graduates is designed in a way that does not disrupt the participants' study period. It takes place towards the end of the Praja IPDN education period, specifically in June and July, while the Graduation ceremony is conducted in August each year. This arrangement ensures that the competency test does not overlap with the regular academic curriculum. This information is supported by the statement provided by Ms. Nurul, one of the participants in the competency test interview.

This competency test is very timely because it is carried out ahead of our graduation to make it useful for us in the field later (Interview Results, 5 July 2022).

This opinion was confirmed by the statement of one of the competency test implementing committee, in the interview as follows:

The implementation of the competency test for prospective IPDN graduates, scheduled at the end of their study period while they await graduation, is deemed highly appropriate. The competency certificate obtained through this test serves as a valuable asset in facilitating their duties in the field, complementing their academic diploma. This information is derived from the results of an interview conducted on July 6, 2022.

The funding for implementing competency certification in IPDN is derived from the annual budget allocated in the DIPA IPDN. According to the Activity Operational Guidance Document (POK) for the Faculty of Government Management, Faculty of Government Politics, and Faculty of Community Protection, the budget allocation in 2020 amounted to IDR. 411,416,000. This amount was utilized for conducting competency certification for 419 prospective IPDN graduates during the 2019/2020 Academic Year. Similarly, in 2021, the budget allocation was IDR. 849,448,000, which was allocated for the implementation of competency certification for 1,531 prospective IPDN graduates in the 2020/2021 Academic Year. Furthermore, in 2022, the budget allocation reached IDR. 1,210,220,000, and it was dedicated to carrying out competency certification for 1,993 prospective IPDN graduates in the 2021/2022 Academic Year. A comprehensive breakdown of the budget allocations for the implementation of competency certification in IPDN for the years 2020-2022 is provided in the following Table.

Table 5: Budget Allocation for the Implementation of Competency Test for IPDN Graduates, Year 2020-2022.

Year	NUMBER OF PARTICIPANTS	BUDGET
1	2	3
2020	419	IDR. 411,416,000.00
2021	1.531	IDR. 849,448,000.00
2022	1.993	IDR. 1,210,220,000.00

Source: Budget Plan of the Faculty of Governance Politics, Faculty of Governance Management, and Faculty of Community Protection, Year 2020 to 2022.

Based on the provided Table, it can be observed that the budget allocated for implementing the competency test in 2020 amounted to IDR. 411,416,000.00, with a total of 419 participants. In 2021, the budget allocation increased to IDR. 849,448,000.00, accommodating 1,531 participants. For the year 2022, the budget allocation further increased to IDR. 1,210,220,000.00, with 1,993 participants. When calculating the average budget per person, the results show that in 2020, it was approximately IDR. 981,900.00 per person. In 2021, the average budget per person decreased to

around IDR. 554,832.00, while in 2022, it slightly increased to approximately IDR. 607,235.00 per person.

According to search results in the field, the average cost of implementing a BNSP licensed competency certification varies between IDR. 1,500,000.00/person and IDR. 4,000,000.00/person. This budget encompasses various certification expenses, including participant registration fees, certificate issuance, assessor fees, duplication of materials, as well as accommodation and transportation costs for assessors conducting competency tests outside of certification training. It is important to note that the certification training itself has a separate budget allocation, particularly for the materials being tested.

Table 6: List of General Standards for Licensed Competency Certification Costs by BNSP.

No 1	Study Program 2	Field of Certification 3	COst 4
1	Public Sector Human Resource Management	Human Resources Management	IDR. 4.000.000,-/person
2	Public Finance	Junior Accounting Technician	IDR. 4.000.000,-/person
3	Government Information Technology	Indonesian Information and Telecommunication Technology	IDR. 3.000.000,-/person
4	Local Government Administration	Government Competencies	IDR. 3.000.000,-/person
5	Applied Indonesian Politics	Public Affairs Analyst	IDR. 3.000.000,-/person
6	Economic Development and Community Empowerment Studies	Community Empowerment Facilitator	IDR. 2.000.000,-/person
7	Public Policy Studies	Public Policy Analyst	IDR. 1.500.000,-/person
8	Practice in Police Governance	Integrated Organizational Risk Management Analyst	IDR. 1.500.000,-/person
9	Public Security and Safety Management	Disaster Management	IDR. 2.500.000,-/person
10	Population and Civil Registration Studies	Database Administrator	IDR. 1.500.000,-/person

Source: Data from Multiple Sources (data analysis, 2023)

As shown in the Table, it can be observed that the budget allocation prepared by IPDN for implementing competency certification falls short when compared to the average cost of implementing a BNSP licensed competency certification. Consequently, the current budget allocation for the implementation of competency certification for prospective IPDN graduates does not meet the cost standards set by BNSP. This misalignment with the cost standards is mentioned in the Decree of the Head of BNSP Number: Kep/0261/II/BNSP/2023, which provides guidelines for implementing Work Competency Certification (PSKK) for the fiscal year 2023.

The research findings indicate that the implementation of competency certification for prospective IPDN graduates can be evaluated based on the Input Dimension. In this dimension, it

is evident that the implementation falls under the "Not Appropriate" criteria, with an average score of 1.96 or a percentage of 48.89% as reported by the respondents. The influencing factors for this evaluation include the Manpower Aspect, which is deemed inappropriate, and the Budget Aspect, which is highly incompatible. However, it is worth noting that the Time Aspect is considered to be very Appropriate in the implementation of competency certification for prospective IPDN graduates.

Process Aspect

Stufflebeam & Shinkfield (in Darodjat dan Wahyudhiana M, 2015:7) stated "the process evaluator could review the program plan and any prior evaluation on which it is based to identify on which it is based to identify important aspects of the program that should be monitored". The Process Dimension in program evaluation involves reviewing the program plan and any previous evaluations to identify crucial aspects of the program that should be monitored. The purpose of process evaluation is to gather information about the implementation of selected procedures and strategies in the field. It assesses to what extent the established plan is being followed, whether it aligns with the intended objectives, and if it considers the characteristics of the program's goals. Essentially, process evaluation aims to evaluate the implementation and procedures of the program to identify and anticipate any shortcomings in the activity's design.

The Process Dimension in this study pertains to the specific activities involved in running the program, including teaching strategies, curriculum design, and evaluation. In terms of teaching strategies, it assesses the alignment between the competency test material and the content taught in each Study Program. It also evaluates the supervision of the competency test implementation by assessors to ensure it aligns with the specific competencies being assessed. It also considers the availability of grids and training to support the proper execution of the competency test. The Curriculum Design Aspect focuses on the compatibility between the implementation of the competency test and both the IPDN curriculum and the curriculum of each Study Program. This aspect ensures that the competency test is integrated effectively into the existing curricula. The Evaluation Aspect examines various factors, including the accreditation of the competency test material by BNSP, the licensing of supervisory assessors by BNSP, the use of BNSP-accredited assessment sheets, and the presence of an honest and transparent assessment system. These components contribute to the evaluation process and ensure its validity. The results of the evaluation in the Process Dimension are presented in Table 7.

Table 7: Results of Evaluation of Competency Certification Implementation for IPDN Graduates, Year 2020-2022, in the Process Dimension.

Dimension	Aspects being Evaluated	\bar{x}	PA (%)	Criteria
1	2	3	4	5
Process	Teaching Strategy	2.05	51.25	Appropriate
	Curriculum	2.04	51.00	Appropriate
	Evaluation	1.38	34.38	Inappropriate
Effectiveness Percentage (PE)		1.82	45.54	Inappropriate

Source: Author's Data Processed, 2023

Based on the provided Table, the evaluation results indicate that in the Teaching Strategy Aspect, the average respondent rated it with a value of 2.05 or a percentage of 51.25%, which falls within the appropriate criteria. Similarly, in the Curriculum Aspect, the average respondent rated it with a value of 2.04 or a percentage of 51.00%, also classified as appropriate. However, in the Evaluation Aspect, the average respondent rated it with a value of 1.38 or a percentage of 34.38%, which falls under the inappropriate criteria.

The competency test for prospective IPDN graduates is designed to align with their respective Study Programs at IPDN. The test material covers the topics that have been taught to the Praja/IPDN Students based on their specific Study Programs. It is important to note that education at IPDN follows the Vocational Education Diploma IV (DIV) level. According to the provisions stated in Law Number 20 of 2003 concerning the National Education System, the DIV Education curriculum at IPDN is structured to include 40% theory and 60% practicum.

The implementation of the competency test for prospective IPDN graduates involves the use of test materials that are prepared by qualified assessors external to IPDN. These assessors, who are experts in their respective fields, are assigned by IPDN to develop and compile the necessary materials for the competency test activities. They also provide guidance, facilitate interactive dialogue, and ensure the smooth execution of the competency tests. While the materials prepared by these qualified assessors are of high quality, it is important to note that the competency test materials have not yet received accreditation from BNSP. BNSP is the authority responsible for competency and professional certification, and its accreditation ensures that the materials meet the established qualification standards.

According to the research findings, the implementation of competency certification for prospective IPDN graduates, as evaluated in the Process Dimension, falls under the "Inappropriate" criteria. This evaluation is based on an average score of 1.82 or a percentage of 45.54% provided by the respondents. The influencing factors in this assessment include the

Teaching Strategy Aspect and the Curriculum Aspect, which both meet the appropriate criteria. However, the Evaluation Aspect is deemed inappropriate according to the evaluation criteria.

Product Aspect

Stufflebeam & Shinkfield (in Darodjat dan Wahyudhiana M, 2015:8) explained, “*The purpose of a product evaluation is to measure, interpret, and judge the attainments of a program*”. The main objective of product evaluation is to gather information that helps determine the degree to which predetermined objectives have been achieved. Product evaluation aims to assess whether the strategies, procedures, or methods employed to achieve these objectives should be discontinued, modified, or continued in their current form.

The Product Dimension in this study focuses on the outcomes and results achieved by the program, including aspects such as performance improvement, participant satisfaction, and social impact. The Performance Improvement Aspect evaluates the alignment between the competency test results and the National Competency Standard (SKKNI). It assesses whether the competency certificates obtained by participants serve as evidence of their competence mastery and can be used as a basis for job assignments, enhance their bargaining power for positions and additional income. The Participant Satisfaction Aspect examines the reliability of the competency test result product and the congruence of the competency certificates with the prescribed format, editorial quality, substance as per the BNSP license. It also considers the signing and issuance of competency certificates by BNSP. The Social Impact Aspect evaluates the extent to which the competency test results align with stakeholder demands and whether the competency certificates are recognized and valued by stakeholders. The evaluation results for the Product Dimension are presented in Table 8, providing an overview of the findings regarding performance improvement, participant satisfaction, and social impact aspects.

Table 8: Results of Evaluation of Competency Certification Implementation for IPDN Graduates, Year 2020-2022, in the Product Dimension.

Dimension	Aspects being Evaluated	\bar{x}	PA (%)	Criteria
1	2	3	4	5
Product	Performance Improvement	1.00	25.00	Very Inappropriate
	Participant Satisfaction	1.00	25.00	Very Inappropriate
	Social Impact	1.00	25.00	Very Inappropriate
Effectiveness Percentage (PE)		1.00	25.00	Very Inappropriate

Source: Author's Data Processed, 2023

Based on the provided Table, the evaluation results indicate that, across the three aspects of the Product Dimension, the average respondent rated them with a value of 1.00 or a percentage of 25.00%. This falls under the criteria of "Highly Incompatible" for all three aspects, including the Performance Improvement Aspect, Participant Satisfaction Aspect, and Social Impact Aspect.

The process of compiling competency test materials is known to be inconsistent with the Indonesian National Work Competency Standards (SKKNI) due to the lack of accreditation from BNSP. The SKKNI encompasses various aspects of work proficiency, including knowledge, skills, and job-related requirements. The absence of BNSP accreditation for these materials implies that the competency tests for prospective IPDN graduates do not fulfill the IQF qualification criteria. Consequently, the competency standards cannot be acknowledged in the public domain. Participants of the competency tests aspire to acquire a BNSP-issued competency certificate that is widely recognized by the public and beneficial for task execution in their respective fields. However, in reality, the certificates obtained are not issued by BNSP.

The results of the interviews serve as supplementary data to confirm this matter. During an interview, Mr. Avin, one of the participants of the competency test, provided the following statement as an affirmation:

I thought we took this competency test to get a certificate that was recognized by BNSP, apparently not. It is useless that we are tired of taking the exam while the certificate means nothing (Interview Results, 5 July 2022).

Furthermore, the implementation of the competency test for prospective IPDN graduates has failed to meet the requirements of stakeholders in the field. This concern was expressed by users of IPDN graduates within a regional apparatus organization during a recent interview:

IPDN graduates specifically lack knowledge pertaining to their respective study programs. The absence of visible specific competencies raises concerns as it becomes challenging to acknowledge which study program they graduated from and in which field they have expertise. The similarity observed among the graduates further accentuates this issue.

Based on the aforementioned interviews, it is evident that the implementation of competency tests for prospective IPDN graduates fails to generate any added value in terms of enhancing competence, which is a major expectation of stakeholders in the field. It has been observed that the signing and issuance of competency certificates are not conducted by authorized institutions such as BNSP, as mandated by the law.

Law Number 12 of 2012 concerning Higher Education, in Article 44 paragraphs (1) and (2), states the following:

- 1) Competency certificates are acknowledgment of competence for graduates' achievements in accordance with expertise in their branch of knowledge and/or having achievements outside their study program.
- 2) Competency certificates as referred to in paragraph (1) are issued by Tertiary Education Institutions in cooperation with accredited professional organizations, training institutions or certification bodies for graduates who have passed the competency test.

In previous regulations, higher education institutions like IPDN are indeed allowed to grant competency certificates to graduates who pass the competency test. However, it is essential for IPDN to establish collaborations with professional organizations, training institutions, or certification bodies that have received accreditation from BNSP. This requirement highlights the significance of partnering with recognized organizations or institutions, rather than relying solely on individual assessors, even if they hold accredited certificates. This approach aligns with BNSP Regulation Number: 09/BNSP.301/XI/2013, which provides comprehensive guidelines for the implementation of competency assessments, as previously discussed.

The implementation of competency certification for prospective IPDN graduates for 2020-2022 can be done using the CIPP evaluation method, with results shown in Table 9.

Table 9: Results of Evaluation of Competency Certification Implementation for IPDN Graduates, Year 2020-2022.

Dimension 1	\bar{x} 3	PA (%) 4	Criteria 5
Context	3.26	81.46	Very Appropriate
Input	1.96	48.89	Inappropriate
Process	1.82	45.54	Inappropriate
Product	1.00	25.00	Very Inappropriate
Effectiveness Percentage (PE)	2.01	50.22	Inappropriate

Source: Author's Data Processed, 2023

The evaluation of the implementation of competency certification for prospective IPDN graduates from 2020 to 2022 falls under the "Inappropriate" category. The average score given by respondents is 2.01, which corresponds to a percentage of 50.22%.

Conclusion

Based on the results of the previous research and discussion, conclusions were drawn as follows:

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.

From the aforementioned conclusions, there are several recommendations to enhance the competency certification process for prospective IPDN graduates and ensure public recognition of their competency standards. These recommendations include:

1. To address the budget limitations, an interim solution for competency certification of prospective IPDN graduates can be implemented until the establishment of IPDN's own Professional Certification Institution (LSP). This solution involves utilizing a transparent and open selection system, where only those who pass the selection process will have the opportunity to participate in the competency certification. Through this selection system, all IPDN graduates will have an equal opportunity to compete for participation in the competency certification. While it is acknowledged that not all graduates will have the chance to take the competency test, the selection process ensures fairness and allows for the identification of the most qualified candidates for certification.
2. Immediate Formation of IPDN's Professional Certification Institution (LSP): IPDN should establish its own Professional Certification Institution (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.
3. Transparent and Open Selection System: Given the constraints of limited budget allocation, until IPDN's own LSP is established, a transparent and open selection system can be employed for competency certification of prospective graduates. Only those who successfully pass the selection process will have the opportunity to participate in the certification. While not all

graduates may have the chance to undergo the competency test, this approach provides an equal opportunity for all graduates to compete through the selection process.

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