

CRISIS OF EDUCATION OF STATE CIVIL SERVANTS AND RECONSTRUCTION OF A MODEL OF STRENGTHENING BUREAUCRATIC CAPACITY IN JAYAPURA REGENCY

Alienra Nanda Kadun¹, Yusuf Gabriel Maniagasi², Ibrahim Kristofol Kendi³

Public Administration Study Program, Faculty of Social and Political Sciences, Cenderawasih University, Indonesia

Government Science Study Program, Faculty of Social and Political Sciences, Cenderawasih University, Indonesia

Public Administration Study Program, Faculty of Social and Political Sciences, Cenderawasih University, Indonesia

Email: alienrananda@gmail.com¹, gabrielpapua34@gmail.com^{*2}, kendikristofol@gmail.com³

E-ISSN : 3109-9777

Received: March 2026

Accepted: March 2026

Published: April 2026

Abstract :

The quality of state civil servant (ASN) resources is a fundamental factor in realizing effective, accountable, and public service-oriented governance. However, empirical conditions in Jayapura Regency show that there is an inequality in the level of ASN education, especially the dominance of high school and S1 graduates and the limitations of ASN with S2 and S3 education. This condition has an impact on the weak analytical, managerial, and strategic capacity of the regional bureaucracy. This study aims to analyze the ASN education crisis and reconstruct the model of strengthening bureaucratic capacity based on formal education levels. The research uses a mixed methods approach by combining secondary data analysis from the Central Statistics Agency and the State Civil Service Agency, in-depth interviews with structural officials, and a study of personnel policy documentation. The results of the study show that the low proportion of civil servants with postgraduate education causes limitations in policy formulation, development planning, and public service innovation. In addition, the career development system and competency improvement of civil servants has not been fully based on organizational needs and meritocratic principles. Based on these findings, this study formulated a model for strengthening bureaucratic capacity that emphasizes the development of tiered education, improving performance-based competencies, strengthening the merit system, and strategic collaboration between local governments and universities. This model is expected to be able to improve the quality of government management and strengthen the competitiveness of regional bureaucracies in a sustainable manner. Theoretically, this research enriches the study of public administration and apparatus resource management, while practically providing policy recommendations for local governments in encouraging adaptive and competency-based bureaucratic reform.

Keywords: ASN, education, bureaucratic capacity, bureaucratic reform, Jayapura Regency.

INTRODUCTION

Improving the quality of state civil servants (ASN) is the main prerequisite for the realization of effective, professional, and public service-oriented governance. In the context of decentralization and regional autonomy, the capacity of regional bureaucracy is a determining factor for the success of development. However, various studies show that the quality of human resources of apparatus in many regions in Indonesia, including Jayapura



Regency, still faces serious problems, especially in terms of education, competence, and capacity development.

Empirically, research by Prasojo and Kurniawan (2018) shows that the low quality of formal education and ASN training has a direct impact on the weak performance of the regional bureaucracy. A similar thing was stated by Dwiyanto (2019) who found that most regional apparatus do not have competencies based on position needs. Meanwhile, the results of the LAN RI study (2020) revealed that more than 40% of ASN in the Eastern Indonesia region have not met managerial and technical competency standards according to structural and functional positions. Research by Yusran and Ruru (2021) in Papua also shows that limited access to advanced education, lack of training based on local needs, and weak merit systems cause stagnation of bureaucratic capacity.

In Jayapura Regency itself, various local government reports and internal evaluations of the Regional Civil Service Agency show that there is still a dominance of civil servants with educational backgrounds that are not linear with positions, low participation in training, and the use of the competency development system is not optimal. This condition has an impact on weak public policy planning, implementation, and evaluation, as well as the low quality of services to the community. This phenomenon indicates a structural and systemic ASN education crisis.

From a theoretical perspective, the strengthening of bureaucratic capacity is generally explained through capacity building theory (Grindle, 1997), human capital theory (Becker, 1993), and New Public Management and New Public Service approaches (Denhardt & Denhardt, 2007). Capacity building theory emphasizes the importance of developing individuals, organizations, and systems simultaneously. Meanwhile, human capital theory views education and training as the main investment for increasing the productivity of the apparatus. However, these approaches still tend to be universal and do not take into account the local, socio-cultural, and geographical contexts of regions such as Papua.

Theoretical debates arise when centralistic and technocratic capacity building models are not fully able to answer the bureaucratic realities of disadvantaged regions and special regions. National competency-based models often ignore the limitations of infrastructure, access to education, and the social dynamics of local communities. The Purwanto study (2020) confirms that the failure of bureaucratic reform in the regions is caused by the incompatibility between the central policy design and the conditions on the ground. Thus, there is a gap between normative capacity building theory and bureaucratic practices in the regions.

From the normative side, the state has actually provided a strong legal framework in the development of ASN. Law Number 5 of 2014 concerning the State Civil Apparatus emphasizes that ASN must have technical, managerial, and socio-cultural competence. Furthermore, Government Regulation Number 11 of 2017 concerning Civil Servant Management as amended by Government Regulation Number 17 of 2020 regulates a merit-based career development system. In addition, LAN Regulation Number 10 of 2018 concerning Civil Servant

Competency Development requires each ASN to obtain a minimum of 20 hours of training per year.

However, normatively-regulatively, the implementation of the policy in the regions still faces various obstacles. Budget limitations, weak leadership commitment, and the lack of an accountable competency evaluation system have caused the regulation to not run optimally. This raises a normative debate between the ideals of state administrative law and the reality of regional bureaucracy. National regulations have not been fully adaptive to the characteristics of regions with complex geographical and social challenges such as Jayapura Regency.

Based on these conditions, it can be concluded that the ASN education crisis in Jayapura Regency is not only derived from individual factors, but is also influenced by weaknesses in systems, policies, and capacity development designs that are less contextual. Therefore, efforts are needed to reconstruct a bureaucratic capacity strengthening model that is more responsive to local needs, based on regional potential, and in harmony with the social and cultural values of the local community.

The contribution of this article lies in the effort to integrate empirical, theoretical, and normative analysis in reading the ASN education crisis comprehensively. This article not only examines the weaknesses of the implementation of competency development policies, but also offers a framework for the reconstruction of an adaptive and participatory bureaucratic capacity model.

The novelty of this research lies in the development of a model of strengthening bureaucratic capacity based on the local context of Papua which combines the merit system approach, local wisdom, regional needs, and the use of regional education networks. This model is expected to be able to bridge the gap between national policies and the bureaucratic reality of Jayapura Regency, so that it can be a strategic alternative in strengthening the professionalism of civil servants in a sustainable manner.

RESEARCH METHODS

This study uses a qualitative approach with a literature study method (library research) to analyze the education crisis of state civil servants (ASN) and reconstruction of the model of strengthening bureaucratic capacity in Jayapura Regency. Data is sourced from scientific literature, national and international journal articles, reports of government institutions, and regulations related to ASN management, such as Law Number 5 of 2014 and Government Regulation Number 11 of 2017 jo. Government Regulation Number 17 of 2020.

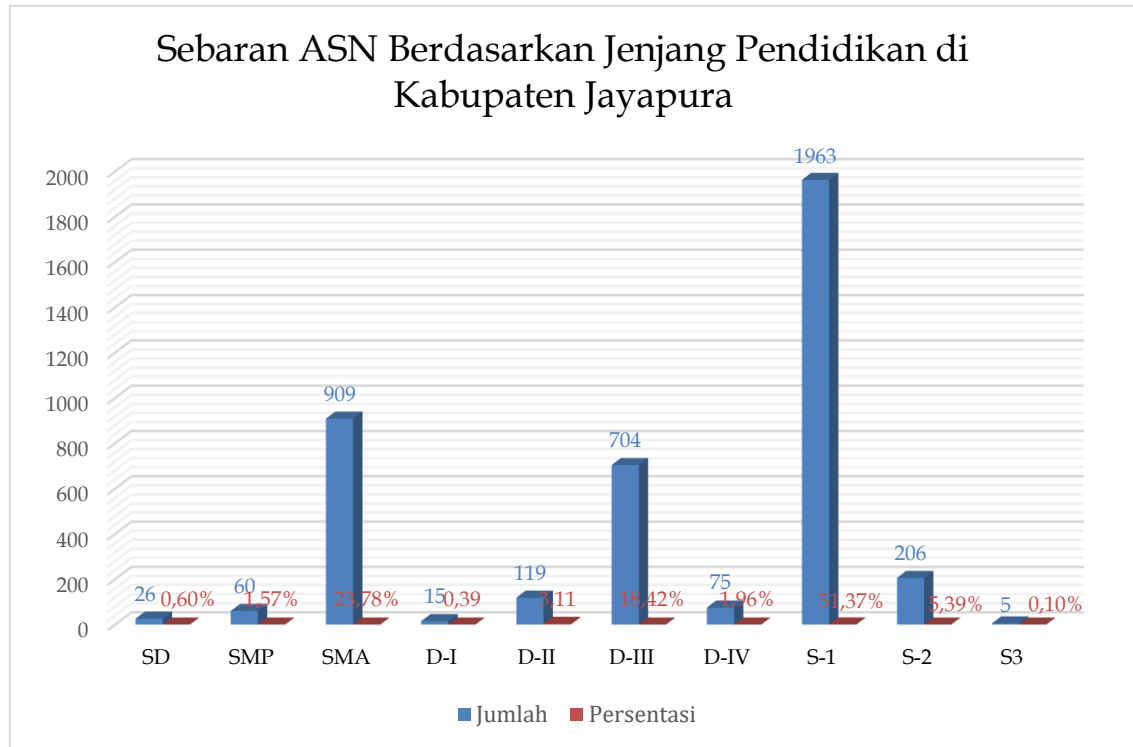
Data collection was carried out through systematic search using relevant keywords and selection based on credibility and relevance to the research focus. Data analysis is carried out by content analysis and thematic analysis techniques through the process of data reduction, categorization, and interpretation. The results of the analysis were then synthesized with the theory of capacity building, human capital, and bureaucratic reform to formulate a contextual capacity-

strengthening model. The validity of the data is guaranteed through triangulation of sources and comparisons between literature.

RESULTS AND DISCUSSION

1. Distribution of ASN Based on Education Level

The graph of the distribution of ASN by level of education in Jayapura Regency shows that the composition of ASN education is still dominated by secondary and undergraduate graduates, while the proportion of ASN with postgraduate education is relatively small.



Source: BPS Jayapura Regency (processed)

At the basic education level, ASN graduated from elementary school amounted to 26 people (0.60%) and 60 junior high school graduates (1.57%). This number is relatively small, showing that most ASN already have a minimum secondary education. However, the existence of ASN at this level still reflects the existence of employees with very limited academic capacity in the bureaucratic structure.

At the secondary education level, high school graduates dominated with 909 people (23.78%). This high proportion shows that most ASN are at the administrative and technical level of implementers, which generally play a role in public service operations and routine administration.

At the diploma level, D-I graduates amounted to 15 people (0.39%), D-II 119 people (3.11%), D-III 704 people (18.42%), and D-IV 75 people (1.96%). The dominance of D-III graduates shows that ASN with an applied education background is quite significant, especially in the technical and operational fields.

At the higher education level, S1 graduates are the largest group with 1,963 people (51.37%), which is the main backbone of the regional bureaucracy. Meanwhile, S2 graduates are only 206 people (5.39%) and S3 graduates are very limited, namely 5 people (0.10%). The low proportion of postgraduate ASN indicates the limitation of analytical, managerial, and strategic capacity in the bureaucracy.

Overall, this graph shows that the education structure of ASN in Jayapura Regency still relies on high school and S1 graduates, while the availability of highly qualified human resources (S2-S3) is still minimal. This condition has implications for the limited ability of the bureaucracy in strategic policy formulation, public service innovation, and strengthening knowledge-based governance.

2. The Education Structure of ASN Jayapura Regency in the Perspective of the Merit System

Law Number 5 of 2014 concerning the State Civil Apparatus emphasizes that the management of ASN must be based on the merit system, namely the placement, development, and promotion of employees based on qualifications, competencies, and performance. This principle aims to create a bureaucracy that is professional, neutral, and oriented towards public services.

The structure of ASN in Jayapura Regency still relies on high school and S1 graduates as the main operational strength of the bureaucracy, while the availability of highly qualified human resources (S2-S3) is still relatively limited. This condition has direct implications for the effectiveness of the implementation of the merit system, especially at the managerial and strategic levels.

a. Basic Support Level: ASN Elementary and Junior High School Graduates

ASN graduates of elementary and junior high schools, which totaled 86 people (2.17%), occupied the position of technical support and novice implementers. They carry out simple tasks such as cleaning, manual filing, document submission, and administrative assistance. Limited competence causes this group to not be able to manage administration independently and is not involved in the planning and decision-making process.

In the context of the merit system, the existence of ASN at this level shows that there are still employees with low academic capacity in the bureaucratic structure that have the potential to hinder professionalism if it is not balanced with coaching and improving competence.

b. Administrative Implementation Level: ASN High School Graduates

ASN high school graduates are the second largest group after S1 and are the backbone of the implementation of routine administration. With a total of 909 people (23.78%), this group plays a role in basic public services, document management, office system operation, and simple report preparation.

The dominance of high school graduates shows that most of the Jayapura Regency ASN are still at the technical and administrative implementation level. Although quite effective in day-to-day operations, limitations in policy analysis and strategic planning mean that this group is not optimal to support knowledge-based bureaucracy.

c. Applied Technical Level: ASN Diploma Graduates (D1-D4)

ASN graduates of Diploma I to Diploma IV total 913 people or around 23.88% of the total ASN. The dominance of D3 graduates shows that ASN with an applied education background is quite significant, especially in the technical, financial, IT, and specific service fields. This group performs functions as technicians, novice technical analysts, computer infrastructure, junior financial managers, and limited supervisors.

In the merit system, the diploma group is an important element in bridging policy with technical implementation in the field. However, limitations in conceptual and strategic aspects make their role still more dominant at the implementation level.

d. Professional Operational Level: ASN Graduate (S1)

This group is the main backbone of the Jayapura Regency bureaucracy, both in administrative, technical, and public service functions. ASN S1 has the capacity to manage regulations, work systems, digital-based services, and translate policies into operational programs. They occupy many positions of executive staff, junior analysts, and work unit managers.

The dominance of S1 shows that quantitatively, Jayapura Regency ASN has met the minimum standards of bureaucratic professionalism. However, qualitatively, the limitations of ASN with advanced education make the potential for strategic leadership development not optimal.

e. Managerial Level: ASN Master's Degree (S2)

ASN graduates of S2 number 206 people (5.39%) and are the core of the middle management of the bureaucracy. They act as field heads, OPD secretaries, planners, and administrator officials.

With the ability to analyze policies, strategic planning, and program evaluation, ASN S2 is the main actor in the implementation of the merit system at the structural level. However, the proportion is still low, causing bureaucratic capacity in policy formulation and innovation to not be maximized.

f. Strategic Level: ASN Doctoral Graduate (S3)

There are only 5 ASN graduates (0.10%), so it is very limited quantitatively. In fact, this group has an important role as strategic thinkers, macro policy designers, and agents of bureaucratic transformation. The lack of ASN S3 causes a weak base for policy research and local government innovation. This has an impact on the

low capacity of the bureaucracy in preparing grand development designs and evidence-based policies.

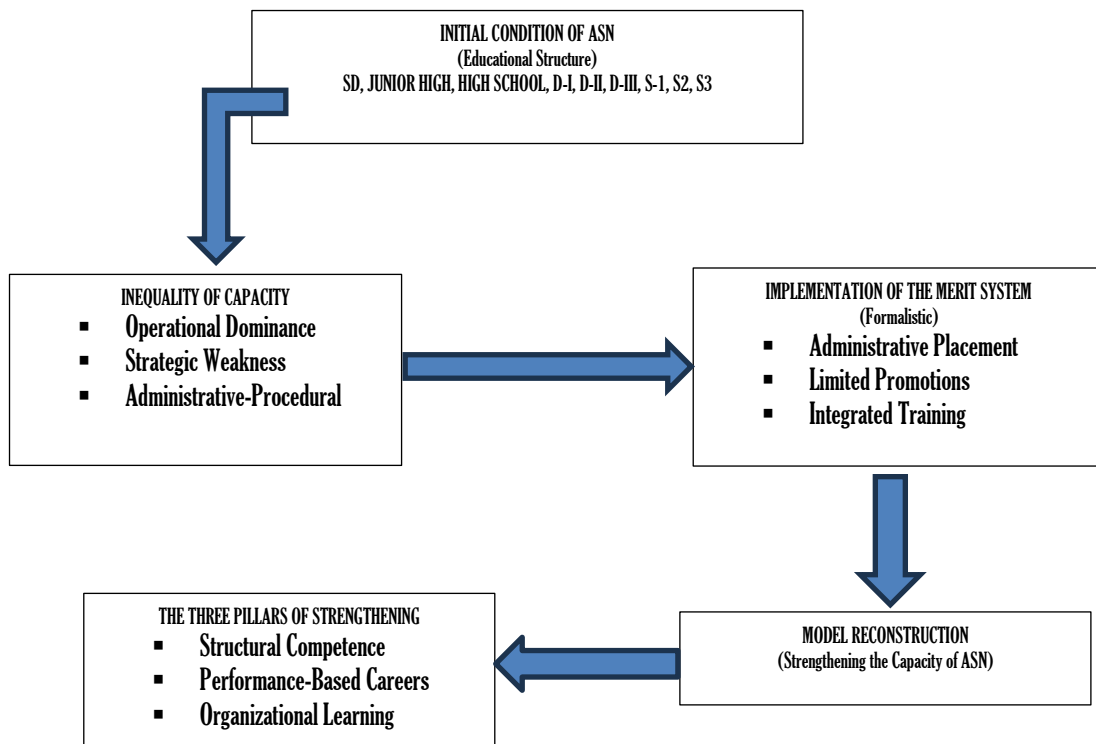
3. Implications for Merit System Implementation

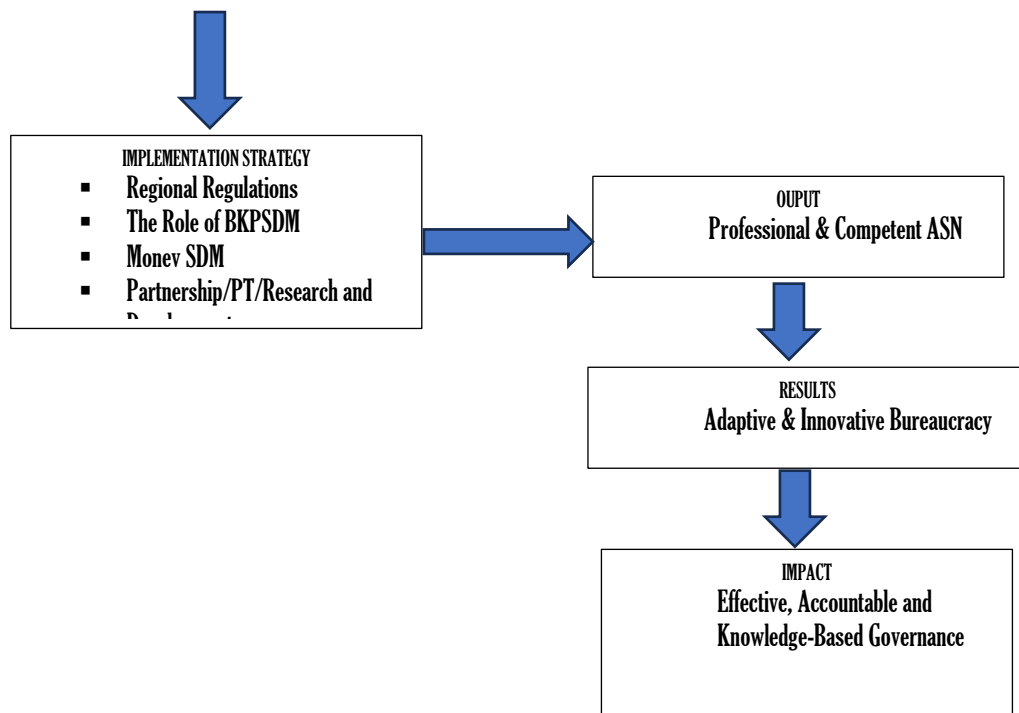
The integration between education data and operational structure shows that the majority of ASN is at the operational level (SMA-S1: $\pm 75\%$), so that the bureaucracy is strong in the aspect of routine services, but weak in the strategic aspect. Applied technical ASN (Diploma $\pm 24\%$) is enough to support the implementation of the program, but it is not optimal in innovation. Managerial and strategic ASN (S2-S3 only $\pm 5.5\%$) is still very limited, so the policy planning and evaluation process is not yet based on in-depth analysis. Low-educated civil servants (SD-SMP $\pm 2\%$) still exist, showing that human resource reform has not been fully completed. This condition indicates that the implementation of the merit system in Jayapura Regency is still administrative-procedural, not fully based on strengthening strategic capacity.

Based on the integration of ASN education data with the concept of operational level and merit system, it can be concluded that the Jayapura Regency bureaucracy is currently supported by ASN graduates of high school and S1 as the main implementer, supported by diploma graduates as technical personnel, but there is still a lack of highly educated ASN as policy designers and drivers.

Therefore, strengthening the merit system needs to be directed to human resource development policies through advanced study programs, performance-based talent pools, and competency-based position promotions, so that the structure of ASN in the future is more balanced between operational, managerial, and strategic functions.

4. Conceptual Model for Strengthening Bureaucratic Capacity in Jayapura Regency





The conceptual model of strengthening the capacity of the Jayapura Regency bureaucracy is an analytical framework that describes the process of transforming apparatus resources from initial conditions that are not optimal to a professional, adaptive, and innovative bureaucracy. This model is systematically compiled by paying attention to the cause-and-effect relationship between the ASN education structure, capacity inequality, the implementation of the merit system, the reconstruction of the strengthening model, the implementation strategy, and the achievement of local government outputs, outcomes, and impacts. Thus, this model is a conceptual guide in efforts to improve the quality of governance in Jayapura Regency.

a. Initial Condition of ASN (Education Structure)

The first part in this model is the initial condition of the state civil apparatus reviewed from the formal education structure. ASN in Jayapura Regency have diverse educational backgrounds, ranging from graduates of elementary, junior high, high school, diploma (D-I, D-II, D-III), to higher education (S1, S2, and S3). This diversity reflects the heterogeneity of the quality of human resources in the regional bureaucracy.

Differences in education levels have direct implications for analytical thinking skills, mastery of technology, understanding of regulations, and managerial capacity of ASN. Civil servants with low education are generally more limited in accessing new knowledge and

adjusting to the demands of modern bureaucracy. On the other hand, civil servants with higher education tend to be more adaptive, innovative, and competitive.

However, this imbalance in the distribution of education has not been fully balanced with an effective coaching system. As a result, the potential of ASN has not been utilized optimally. This initial condition became the main foundation that affected the dynamics of the overall bureaucratic capacity.

b. ASN Capacity Inequality

The uneven initial conditions then gave rise to inequality in the capacity of ASN. This inequality is characterized by three main characteristics, namely operational dominance, weak strategic capacity, and administrative-procedural orientation. Operational dominance shows that most ASNs play more of a role as routine technical implementers than as planners or decision makers. Administrative tasks such as archiving, recording, and basic services dominate work activities.

The weak strategic capacity is reflected in the limitations of ASN in preparing development plans, formulating policies, and evaluating programs. Visionary and analytical thinking skills are still not optimally developed. Meanwhile, the administrative-procedural orientation shows that the bureaucracy emphasizes compliance with formal rules more than the achievement of performance and quality of service. Processes become more important than results, so innovation and creativity are often stifled. This capacity inequality causes the bureaucracy to be less responsive, sluggish, and difficult to adapt to changes in the environment.

c. Formalistic Merit System Implementation

The next stage in this model is the implementation of the merit system which is still formalistic. The merit system basically aims to place ASN based on competence, qualifications, and performance. However, in practice, the implementation of this system is not yet fully substantial. Formalistic implementation is characterized by the placement of employees that are based more on administrative considerations than competency suitability. Many ASNs who occupy positions are not in accordance with their educational background or expertise.

In addition, job promotions are still limited and not fully transparent. Career opportunities are often influenced by non-performance factors, such as seniority or personal relationships. Education and training programs have also not been integrated with organizational needs, so the impact on improving competencies is relatively small. This condition causes the merit system to not be able to become the main instrument in improving the quality of the bureaucracy.

d. Reconstruction of ASN Capacity Strengthening Model

In response to the weaknesses of the merit system, this model proposes a reconstruction stage to strengthen the capacity of ASN.

Reconstruction is interpreted as an effort to reform the human resource management system as a whole and performance-oriented. Reconstruction includes improving the mechanisms of recruitment, placement, promotion, training, and performance evaluation. The entire process must be based on competencies, organizational needs, and the individual potential of ASN.

In the context of Jayapura Regency, reconstruction must also pay attention to local characteristics, geographical conditions, and socio-cultural values of the community. Thus, capacity building is not uniform, but contextual and relevant to regional needs. The reconstruction stage is a turning point in the transformation of the bureaucracy towards a more professional and accountable system.

e. The Three Pillars of Capacity Building

Model reconstruction is realized through three main pillars of capacity building, namely structural competence, performance-based careers, and organizational learning. Structural competence emphasizes the importance of suitability between the position and the ability of ASN. Each position must be filled by individuals who have relevant qualifications, experience, and skills.

Performance-based careers direct the promotion and mutation system to objective and measurable work achievements. Performance appraisals must be conducted in a transparent, fair, and sustainable manner. Organizational learning aims to build a learning culture in the bureaucracy. ASN is encouraged to continue to increase capacity through training, discussions, comparative studies, and work innovation. Organizations are not only a place to work but also a space for competency development. These three pillars are the main foundation in forming a superior and competitive bureaucracy.

f. Implementation Strategy

In order for the three pillars of strengthening to run effectively, a systematic implementation strategy is needed. This strategy includes four main aspects. First, strengthening regional regulations that support merit-based and performance-based ASN management. Regulations are the legal basis for the implementation of human resource development policies. Second, optimizing the role of BKPSDM as a personnel management institution and ASN competency development. BKPSDM must function as a center for planning, coaching, and evaluation. Third, the provision of an adequate and sustainable budget for human resource development (money for human resources). Investment in increasing the capacity of ASN must be a priority in the APBD.

Fourth, strengthening partnerships with universities and training institutions. This collaboration supports knowledge transfer, policy research, and technical capacity building. This strategy ensures that the strengthening model can be implemented consistently and sustainably.

g. Output: Professional and Competent ASN

The direct result of the implementation of this model is the realization of professional and competent civil servants. ASNs have adequate technical, managerial, and social capabilities. They are able to work effectively and with integrity and are oriented towards public service. Professional civil servants also show an attitude of discipline, responsibility, and commitment to modern bureaucratic values. The competencies possessed are applicable and relevant to the demands of the job.

h. Outcome: Adaptive and Innovative Bureaucracy

At the outcome stage, the Jayapura Regency bureaucracy is expected to become an adaptive and innovative organization. The bureaucracy is able to adapt to technological developments, changes in national policies, and community dynamics. Public service innovation, administrative digitalization, and the development of programs based on local needs are the main characteristics of adaptive bureaucracy. ASN is no longer passive but proactive in creating solutions.

i. Impact: Effective, Accountable, and Knowledge-Based Governance

The long-term impact of this model is the realization of effective, accountable, and knowledge-based governance. Local governments are able to manage resources optimally, improve service quality, and strengthen public trust. Decision-making is based on systematic data, research, and evaluation. Thus, regional development runs more directly, sustainably, and inclusively.

The Conceptual Model for Strengthening Bureaucratic Capacity in Jayapura Regency shows that bureaucratic transformation must be carried out comprehensively, starting from improving human resources to the governance system. Through the reconstruction of the merit system, strengthening the three main pillars, and a targeted implementation strategy, the regional bureaucracy can develop into a professional, adaptive, and public-service-oriented institution. This model is an important foundation for the development of quality and sustainable government in Jayapura Regency.

CONCLUSION

Based on the discussion of the Conceptual Model for Strengthening the Bureaucratic Capacity of Jayapura Regency, it can be concluded that the current condition of the regional bureaucracy is still facing various structural and functional problems, especially those stemming from inequality in the level of ASN education, weak strategic capacity, and the implementation of a merit system that has not been substantially implemented. The diversity of ASN educational backgrounds that are not balanced with an effective coaching system has led to a low optimization of the potential of human resources in the bureaucracy.

The inequality in the capacity of ASN which is characterized by the dominance of operational roles, administrative-procedural orientation, and the

lack of planning and innovation skills make the bureaucracy less responsive to the dynamics of development and the needs of the community. This condition is exacerbated by the implementation of the merit system which is still formalistic, so that it has not been able to guarantee the placement, promotion, and career development of ASN in an objective and competency-based manner.

In response to these problems, this conceptual model offers a reconstruction of the ASN capacity building system through performance-oriented human resource management updates and local contexts. This reconstruction is realized through three main pillars, namely strengthening structural competencies, performance-based career development, and forming an organizational learning culture. These three pillars are an important foundation in building a professional and competitive bureaucracy.

The success of the implementation of the model is highly determined by supporting strategies that include strengthening regional regulations, optimizing the role of BKPSDM, providing sustainable human resource development budgets, and strengthening partnerships with education and training institutions. If this strategy is implemented consistently, it will produce professional and competent civil servants (output), form an adaptive and innovative bureaucracy (outcome), and realize effective, accountable, and knowledge-based governance (impact).

Thus, the conceptual model for strengthening bureaucratic capacity in Jayapura Regency shows that bureaucratic transformation cannot be carried out partially but must be systemic, integrated, and long-term oriented. This model is a relevant strategic framework in supporting the realization of quality local government and able to answer development challenges.

Recommendations

Based on the results of this study, the Jayapura Regency Government needs to strengthen the implementation of the merit system in a substantive manner and oriented towards competence and performance, not just fulfilling the administrative aspect. The placement, promotion, and mutation of ASN must be carried out in a transparent, objective, and comprehensive, competency mapping manner, so that each position is filled by employees who have the appropriate qualifications and abilities. To support this, BKPSDM needs to optimize its role as a center for professional human resource management of the apparatus, starting from planning employee needs, organizing training based on organizational needs, to continuous performance evaluation.

In addition, local governments need to build a work culture that is oriented towards performance, innovation, and organizational learning. ASN must be encouraged to continue to increase capacity through further education, technical and managerial training, and knowledge sharing activities. This effort needs to be supported by the provision of an adequate and sustainable human resource development budget as a form of long-term investment in improving the quality of the bureaucracy. Strengthening regional regulations that support merit- and performance-based ASN management is also an important step to provide legal certainty and policy consistency in bureaucratic reform.

Furthermore, the Jayapura Regency Government needs to develop strategic partnerships with universities, research institutions, and training institutions to strengthen technical capacity, enrich policy perspectives, and encourage public service innovation. The implementation of the bureaucratic capacity strengthening model must also be accompanied by a structured and sustainable monitoring and evaluation system, so that the effectiveness of policies can be measured objectively and continuously improved. All of these efforts need to be adjusted to local geographical, social, and cultural characteristics so that ASN development policies are more relevant, adaptive, and able to respond to the real needs of the people of Jayapura Regency.

BIBLIOGRAPHY

- Argyris, C., & Schön, D.A. (1978). *Organizational Learning: An Action Theory Perspective*. Addison-Wesley.
- Becker, G. S. (1993). *Human Capital: Theoretical and Empirical Analysis, with Special Reference to Education* (3rd edition). Chicago: The University of Chicago Press. (classic book on human capital; no public DOI available).
- Becker, G. S. (1994). *Human Capital: Theoretical and Empirical Analysis with Special Reference to Education*. University of Chicago Press.
- Hadiwiyono, Soeltanto, T., & Dewantara, C. E. (2024). *Increasing the Capacity of ASN Services to Support National Bureaucratic Reform*. *Journal of Community Service*.
- Denhardt, J. V., & Denhardt, R. B. (2007). *The New Public Service: Serving, Not Steering*. New York: M.E. Sharpe. (book; relevant to public administration theory)
- Dengi Lalang, H. N., Wantu, S. M., & Igrisa, I. (2025). The role of ASN professionalism in improving the quality of public services. *Ganaya: Journal of Social Sciences and Humanities*, 8(4), 108–117. <https://doi.org/10.37329/ganaya.v8i4.4921>
- Miller, M.S. (1997). *Getting good governance: Capacity building in the public sector of developing countries*. Harvard Institute for International Development. <https://www.hks.harvard.edu/publications/getting-good-government-capacity-building-public-sectors-developing-countries>
- Harahap, N. A. (2016). Strengthening the position and role of the State Civil Apparatus Commission in realizing bureaucratic reform. *Journal of Legal Panorama*, 1(2), 83–96. <https://doi.org/10.21067/jph.v1i2.1418>.
- Hadiwiyono, Soeltanto, T., & Dewantara, C. E. (2024). *Increasing the Capacity of ASN Services to Support National Bureaucratic Reform*. *Journal of Community Service*.
- Tudung, C. (1991). *Public Management for All Seasons?* Public Administration.
- Marlinda, S., Febriyanti, D., & Putra, D. A. (2025). *Innovations in ASN Capacity Development at BPSDMD South Sumatra Province*. *TheJournalish: Social and Government*. DOI: <https://doi.org/10.55314/tsg.v6i4.1041>

- Maulana, G. A., Raharjo, S. T., & Irfan, M. (2025). *Civil Servant Capacity Development: A Case Study of the Banten Provincial Civil Service Agency*. *International Journal of Science and Society*. https://jpkemas.stiamalang.ac.id/index.php/Jpkemas/article/view/24?utm_source
- Prasojo, E., & Kurniawan, T. (2018). Bureaucratic reform and strengthening the capacity of regional apparatus. *Public Inspiration: Journal of Public Administration*, 3 (1) <https://doi.org/10.22225/pi.3.1.2018.1-8>.
- Government Regulation of the Republic of Indonesia Number 11 of 2017 concerning the Management of Civil Servants.
- Government Regulation of the Republic of Indonesia Number 17 of 2020 concerning Amendments to Government Regulation No. 11 of 2017 concerning Civil Servant Management.
- Regulation of the State Administration Institution Number 10 of 2018 concerning the Development of Civil Servant Competency. (Internal Revenue Service).
- Schultz, T. W. (1961). *Investment in Human Capital*. *American Economic Review*.
- Senge, P.M. (1990). *Fifth Discipline: The Art and Practice of Learning Organizations*. Double day.
- Yusriadi. (2018). Indonesian bureaucratic reform: opportunities and obstacles. *Public Administration Journal*, 8(2), <https://doi.org/10.31289/jap.v8i2.1824>.
- Yuliana, Y. (2022). The development of the competence of the state civil apparatus faces the era of globalization. *Kybernan: Journal of Government Studies*, 5(1), 8–13. <https://doi.org/10.35326/kybernan.v5i1.2035>
- Law of the Republic of Indonesia Number 5 of 2014 concerning the State Civil Apparatus. (a product of national law).
- United Nations Development Programme (UNDP). (1998). *Assessment and Capacity Development in the Context of Systems and Strategic Management*. UNDP.
- Winoto, S., & Handayani, M. T. (2022). Strengthening bureaucratic reform in the East Java Provincial Government from a policy leadership perspective. *Publicity: Journal of Public Administration Sciences*, 7(1), 37–52. <https://doi.org/10.26905/pjiap.v7i1.7312>