
Challenges and Prospects of STIA LAN Polytechnic Under Government Regulation No. 57 of 2022

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ABSTRACT

The existence of Government Regulation Number 57 of 2022 concerning the Implementation of Higher Education under Other Ministries and LPNK is not only an important legal basis for the STIA LAN Polytechnic but also a shock effect that is quite worrying for the STIA LAN Polytechnic. Therefore, a critical analysis is carried out using the content analysis method in a qualitative approach to provide an idea for finding solutions related to this policy. Based on the results of the analysis with four important aspects, namely the suitability of the study program with the tasks and functions of LAN RI, the suitability with the national priority program from LAN RI to meet the needs of the job market, technical and specific and not overlapping with the existing study programs in PTN and PTS in one region, it was found that the existence of the STIA LAN Polytechnic is continuing with the roadmap that must be taken, namely making adjustments to existing study programs with the tasks and functions of LAN RI.

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A. INTRODUCTION

Public policy in the variety of thinking of policy experts has different definitions. However, fundamentally, public policy is a legitimate state instrument used to regulate and solve public problems that arise in a country and social life. This means that public policy is practically a process of formulating, implementing, and evaluating decisions taken by the government or public institutions that have the authority to influence or regulate the behaviour, activities, or conditions of society to achieve certain goals that are considered important for the public interest.

Government Regulation Number 57 of 2022 is a type of policy, namely an education policy that specifically regulates the Implementation of Higher Education under other Ministries and/or Non-Ministerial Government Institutions (LPNK). The existence of this policy has been awaited for a long time since the existence of Law Number 12 of 2012 concerning Higher Education. In article 94, the policy explicitly emphasizes that regarding the implementation of education by Other Ministries and LPNK,

it is necessary to stipulate a Government Regulation. So the existence of Government Regulation Number 57/2022 is a form of commitment by the Government as well as a normative basis for universities of Other Ministries and LPNK in the implementation of higher education, even though they have to wait for a decade.

As part of the Government, of course, LAN RI, which is the parent institution of the STIA LAN Polytechnic, must also respond to and implement the policy, although there are still things that need to be criticized about the content of the policy. The existence of this regulation is a challenge as well as a prospect for the STIA LAN Polytechnic to improve and adjust the implementation of its education. Moreover, the content of this policy has quite heavy administrative sanctions for all universities under Other Ministries and LPNK, including for the STIA LAN Polytechnic, in the form of **written warnings, temporary suspension of educational implementation activities, termination of coaching and/or revocation of permits**. Something that certainly needs serious attention by the STIA LAN Polytechnic, especially related to the existence and sustainability of the implementation of education at the STIA LAN Polytechnic.

In addition to the phenomenon related to this policy, other challenges come from the DPR and KPK who pay special attention to the implementation of education in general and the implementation of higher education in particular under other ministries and LPNK. The DPR and KPK provide critical notes on the implementation of higher education under other ministries and LPNK, including related to the issue of effective use of the education budget in the implementation of education at PTKL and allegedly that the study programs organized by PTKL are many of the same as study programs in State Universities as universities under the Ministry of Higher Education. In fact, in the calculation of budgeting education funds for 2025, it is described that the budget posture for the implementation of education at PTKL also comes from 20% of the education budget, not from the budget posture allocated from the budgets of other ministries and LPNK, where PTKL is the parent.

From the data submitted to the KPK and the House of Representatives of the Republic of Indonesia (DPR Hearing Meeting, 2024) it is explained that the education budget for universities in other ministries and LPNK in 2025 is as follows: for universities in the Ministry of Religion 9% (Rp.62,305,595,383,000), for other ministries and LPNK outside the Ministry of Religion by 5% (Rp.32,859,284,642,000) and for the education budget on expenditure in other ministries and LPNK by 7% (Rp.47,313,270,074,000). If the total portion of the budget for the needs of universities in other ministries and institutions is larger, namely 21% than the portion of the budget for universities under the Ministry of Education and Culture, which is 15%, namely: Rp.98,987,006,108,000. With the posture of the amount of the budget, the important issue conveyed by the KPK and the House of Representatives related to PTKL is that it is hoped that this education budget must be channelled properly to the management of education at the Ministry of Education and Culture. Not to others. Therefore, it is recommended by the Council that the study programs organized by PTKL be seriously evaluated. Do not let the study programs at PTKL be the same as the study programs organized by universities in other ministries and LPNK. If it is the same, it needs to be integrated into PTN under the Ministry of Education and Culture for efficiency reasons (DPR and Ministry of Education and Culture hearings, 2024).

Taking into account the existence of Government Regulation Number 57 of 2022 and various critical notes from the DPR and KPK, this article will carry out an analysis with the aim of: *first*, reviewing the content of PP policy Number 57 of 2022 with the practice of implementing higher education at the STIA LAN Polytechnic and the *second* is to formulate several thought solutions as an effort to provide solutions to solve problems related to the implementation of PP Number 57 of 2022 by the STIA LAN Polytechnic.

B. METHOD

The policy content analysis method is carried out in this study using a qualitative approach. This approach is a type of analysis used to understand and interpret the policy text thoroughly. This approach is often equated with the interpretation method in policy analysis (Wagenaar, in Fisher, et al., 2015), which aims to uncover the meaning, mindset, values, and social and political context contained in policy texts. This method can be applied in a variety of public policy contexts, such as the analysis of government policy documents, organizational regulations, or legal texts. The goal is to gain a deeper

understanding of how policies are created, implemented, and interpreted in a broader social context and their application.

The theory says that a qualitative approach to policy content analysis has been developed and used in many studies of social and political sciences (Lasswell, 1927) and Krippendorff (1980). Some of the theories that contributed to the development of this method include: 1) Constructivist Theory. This theory emphasizes that the meaning of policy texts is not only shaped by the words used but also by the interpretation process carried out by social actors. Content analysis in a qualitative approach helps explain how these meanings are correctly formed and interpreted. 2). Perception theory, which is a theory that considers how policies are received and understood by various parties involved or affected by the policy. The content analysis method helps identify reactions, perceptions, and responses to policy texts. 3). Critical theory, which prioritizes critical analysis of policy, including the identification of power dominance, social inequality, or policy implications for social justice. Content analysis method helps the researcher to systematically identify its properties and include large amount of textual information and making valid conclusions from texts. (Elango & Kumaravel, 2022). Content analysis also can be used to uncover policy aspects related to this critical theory.

Using the content analysis method in a qualitative approach, deconstruction and interpretation of policy texts of Government Regulation Number 57 of 2022 are carried out to identify narratives, hidden goals, internalized values, and various social, political, and institutional implications of the policy for the implementation process later. This helps in generating a deeper and more contextual understanding of the policy.

The method is carried out to select the relevant text section in the policy content analysis following the following steps: (1) Determine the purpose of the study/analysis. Before choosing text, define the objectives of the policy analysis, such as identifying key issues, stakeholders, or policy impacts. (2). Select text related to the purpose. Focus on the parts that are directly related to these issues, for example, certain sections or articles in a policy. (3). Look for phrases and keywords that reflect the purpose of the policy or the relevant topic. (4). Consider the context, which is to make sure to understand the context in which the text was written – for example, whether the passage is an introduction to policy, impact analysis, or justification.

The criteria used to assess and interpret policies in policy content analysis include: (1). Criticism of the content of the policy, namely assessing whether the policy has met the desired goals or not. (2). The relationship with the public issue or problem being studied, namely assessing how relevant the policy is to the context of the existing public issue or problem. (3). Impact analysis, which is identifying the impact of the policy on the target group or party affected by the policy issued. (4). Norms and principles, namely using ethical norms or public policy principles (fairness, effectiveness, efficiency) to assess whether the policy is by the desired standards. (5). Policy theory, which uses existing policy theories to analyze how policies are made, implemented, and changed. Using these criteria and tools, content analysis of policies can provide an in-depth understanding of the effectiveness, relevance, and potential impact of those policies.

C. RESEARCH FINDINGS AND DISCUSSION

Judging from the formal legal aspect of the policy, the existence of Government Regulation Number 57 of 2022 is an important thing needed by all universities in other ministries and NGL, including for the STIA LAN Polytechnic as a legal basis for the operationalization of higher education.

As stated in the introductory subchapter of the regulation, there are several policy contents that need to be considered and further studied related to the existence and sustainability of the implementation of higher education at the STIA LAN Polytechnic.

This analysis is grouped into three important points. *First*, it is related to whether the implementation of education at the STIA LAN Polytechnic is by the duties of the function of NIPA and the needs of the "NIPA sector job market" (read: state administration governance). This aspect can be interpreted as a general and basic condition that must be studied critically, in-depth, and appropriately. *Second*, the study program at STIA LAN Polytechnic must: (1) be based on the national priority program from NIPA to meet the needs of the NIPA job market; (2) technical and specific, that is, it must be special to meet the needs of the implementation of positions in government agencies or jobs in certain industries with a limited curriculum or not available in study programs in other universities; (3) does not overlap with study programs at other universities under the guidance of the Ministry of Education,

i.e. not the same study program in the same area and causes competition between government agencies. These three things can be interpreted as special conditions that must be met, in addition to the previous general requirements. *Third*, the form or type of institution of the university, as stipulated in Article 2 paragraph (2) that the implementation of higher education through universities under other ministries and NGI consists of the implementation of Official Higher Education and Non-Official Higher Education.

In order for the explanation to be systematic and easy to understand the three things above, will be described one by one as follows.

General and Basic Requirements: The Core Business of Implementing Education at Polytechnics by the Functional Duties of NIPA and the NIPA Job Market

Understanding related to the content of Government Regulation Number 57 of 2022 will be discussed from the current empirical historical and contextual perspective. What Thelen (1999) initiated is the importance of conducting an analysis related to the historical institutionalism of an organization in assessing the development of the tasks and functions of the institution from time to time. This analysis was carried out to provide a complete understanding of the relevance of the implementation of education at the STIA LAN Polytechnic with the duties of the NIPA function from time to time. This review conceptually-theoretically can provide an understanding that the existence of education at the STIA LAN Polytechnic cannot be separated from the existence of its parent institution, namely NIPA.

In the historical perspective of the existence of the STIA LAN Polytechnic today, it is inseparable from the history of the establishment of the university organized by NIPA or precisely very related to the existence of NIPA as the parent organization of the STIA LAN Polytechnic. Historically the existence of STIA LAN Polytechnic has never been separated from the duties and functions of NIPA itself. In the beginning, the founding father of NIPA, Prof. Prajudi, already had an important idea related to the relevance of the establishment of a university, namely Higher Education of the State Administrative Sciences Office (PT DIAN at that time) with the implementation of the duties and functions of NIPA at that time. Considering the condition at that time, the need for competent and professional state apparatus in the field of science and state administration practice became a necessity, Prof. Prajudi initiated to establish a university at NIPA to respond to and provide solutions to the problem of the lack of qualified state apparatus in a complete manner between science and state administration practice, both within the Central Government and in the regions. As a pioneer in building NIPA, of course, his thoughts and dreams are far away from paying attention to how NIPA's vision at that time and in the future, "must be able to actualize strong institutional capacity with the qualifications and competencies of human resources who can bridge the needs of academics and practitioners in the field of state administration."

"On another occasion, if we look far back when for the first time the Government issued Government Regulation Number 30 of 1957 concerning NIPA, something that has never changed regarding the function of NIPA is related to efforts to improve the competence of the state apparatus, even in the context of the implementation and supervision of education and training, but at least the spirit carried is not much different from what was developed in a formal education path in STIA LAN Polytechnic now. It is an effort to build and improve the competence of state administrators. If we look at the historical information conveyed by Prime Minister Djuanda during the commemoration of the 2nd birthday of NIPA on May 6, 1960, he emphatically said, *"Just like the safety of a ship sailing in the middle of the ocean, it also depends on the skill and obedience of its crew, so the safety of the country and the welfare of its people, also depends on the skill and seriousness of its civil servants."* Prime Minister Djuanda's speech is of course closely related to the function of NIPA in carrying out efforts to develop and improve the competence of state apparatus through education and training for state apparatus. The safety of the state and the welfare of the people of Indonesia are highly dependent on the skills of employees, and the skills of employees, in general, are highly dependent on the quality of education in general and education and training in particular.

History records well that after the proclamation of independence, the Government of Indonesia was faced with the challenge of the increasing breadth of state obligations in organizing government and development, even until this moment. At that time, the limited number of civil servants who were qualified in higher education and competent in the field of state administration, especially for the qualifications of leaders and experts in the government bureaucracy, gave rise to the idea of

establishing a school for government administration personnel. With the full support of Ir. Djuanda as Prime Minister, on August 6, 1957, NIPA was formed based on Government Regulation No. 30 of 1957 and followed by Prime Minister's Decree No. 283/P/M/1957 which regulates the structure, duties, and functions of the institution.

NIPA began to effectively carry out its duties and functions on May 5, 1958, along with the inauguration of Prof. Prajudi Atmosudirjo as the first Director of NIPA. In carrying out its duties and functions, NIPA is a direct institution under the coordination of the Prime Minister to: *"improve the government apparatus and its administration so that the smooth running of the government is achieved"*. To realize these aims and objectives, in its business process, NIPA:

1. Organizing and supervising the education and training of civil servants and/or prospective civil servants, so that they become state administrative personnel who have personality and skills by their duties;
2. Organizing and assisting in research efforts in the field of state administration;
3. Providing services for the improvement and improvement of the administration of the government apparatus, either at the request or of one's own will;
4. Developing and advancing state administration science in Indonesia.

Based on the aims and objectives of NIPA, it is clearly described that NIPA when it was first established had main duties and functions, one of which was not far from an effort to organize education and training for civil servants, including carrying out studies on state administration and capacity building and the state administration system of Indonesia. Something that in the dynamics of the development of the times, until now, it seems that the main tasks and functions have never changed much with the challenges and developments of the times. So it is clear that the duties and functions of NIPA fundamentally and in principle are aimed at building the competence of the state apparatus and building the institutional capacity and the state administration system to realize an effective and efficient governance or implementation of state administration.

Initially, efforts to improve the competence of state apparatus were carried out through education and training programs, but in its development, on the initiative of Prof. Prajudi, a school was established within NIPA under the name of Higher Education of the State Administrative Science Office on December 24, 1960, with the issuance of Prime Minister Regulation Number 578/MP/1960 to strengthen the role of NIPA in seeking to improve the competence of state apparatus in line with the functional duties of NIPA. In its development, due to the large number of state apparatus whose educational qualification is high school in the government bureaucratic environment, so that in its development the Academy of Administrative Sciences was also formed, which at that time fulfilled the government's strategic program to strengthen the competence of human resources in the government bureaucratic environment. So in the period from 1960 to 1967, within NIPA there were higher education institutions for state apparatus in the form of PT DIAN and AIA, which in 1967 merged into one under the name STIA LAN.

This merger is legally formally regulated in the Decree of the Director of NIPA Number 31/Pen/UP/1967 and strengthened by the Decree of the Head of NIPA Number 41/UP/1975. This institutional change further strengthens the position of higher education institutions within NIPA, whose goals are in line with the duties and functions of NIPA, namely related to strengthening and improving the competence of the state apparatus and of course building the capacity of Indonesia's state administration system. The focus of STIA LAN development in that year is intended for education above the undergraduate level. Unfortunately, in practice, the input of incoming students is still dominated by civil servant students who are educated in high school, D1, and D3, honorary and minimal personnel for postgraduate programs. In its institutional development, STIA LAN became a technical unit under NIPA based on Presidential Decree Number 21 of 1989 concerning NIPA. , in 1999, based on Presidential Decree Number 100 of 1999, STIA LAN was established as a higher education institution that provides academic and professional higher education in the field of administration for state apparatus. The existence of this policy strengthens the existence of STIA LAN in supporting and supporting the Government to build the quality of state apparatus resources and increase the capacity and update of Indonesia's state administration system. Based on rationality, 1999 was the first year of the reform era and one of the government's national priority programs is how to reform the government bureaucracy, which until now is still ongoing with the focus and scope of reform by the challenges of the times.

The civil effect, public recognition, and utility of STIA LAN graduates related to efforts to build the quality and strengthen the capacity of Indonesia's state administration system are undeniable, and quite significant in the period for the existence of higher education in the NIPA environment. We can see this from the many alumni who play an important role in government organizations, both in the central government and in local governments, to carry out various roles and functions as public servants related to the implementation of government administration, public services, development implementation, policymakers, and community empowerment. This means that the STIA LAN Polytechnic, which is the embryo of PT DIAN, AIA, and STIA LAN, is not a mere "ivory tower" university, but productive and has an impact on efforts to develop the quality of human resources of the apparatus and the capacity of the Indonesia state administrative system, both in the central government and in the local government.

In line with the dynamics of changes in the strategic environment and the demands of the times, as well as the needs of government bureaucracy and reform in the public sector that emphasizes efforts to solve various public problems. Furthermore, there is a need for creativity and innovation in the bureaucracy and the public sector in general which is getting stronger and there are various challenges and opportunities to realize a world-class government in the future. Currently, the government seems to be reading the strategic and problematic situation to take an important step for all universities in other ministries and NGI to make changes in the implementation of their type of education. Initially, before 2017, it emphasized academic education programs that were oriented towards producing graduates who mastered concepts and theories like researchers and academics. Meanwhile, the current needs of government bureaucracies and public sector organizations are the competence and expertise of human resources apparatus to solve problems in bureaucracies and public sector organizations by using available technology and evidence-based knowledge or applied studies. Therefore, from 2015 to 2017, with the initiation carried out by the Head of LAN RI, Prof. Agus Dwiyanto, and continued by Dr. Adi Suryanto, there was an institutional change in higher education at NIPA. STIA LAN no longer organizes academic education but begins to provide education in the type of vocational education, with the institutional form becoming the STIA LAN Polytechnic. As Dwiyanto (2016) once viewed, the orientation of STIA LAN, at that time, which was focused on academic programs, was no longer relevant to the current conditions and the needs of the nation in the future. Currently, many public and private universities have developed quality academic programs in the field of state administration. Imagining that STIA LAN wants to become a national reference in the development of state administration studies through academic channels, is impossible. How will STIA LAN compete against universities that have state administration study programs such as the University of Indonesia, Gadjah Mada University, Padjajaran University, Brawijaya University, and so on? It is time for STIA LAN managers to have the courage to review its existence and how its existence can contribute to the acceleration of the professionalization of the state civil apparatus. The existing state administrative colleges are all oriented towards this type of academic education. They cram their students with concepts and theories like a researcher and academics, even though the state civil servant is in the middle of his career, the need is no longer to be an academic who can theorize and develop science, but the competence and expertise to be able to solve public problems with a variety of innovations in the government bureaucracy and public sector organizations (*troubleshooter*).

The initiation hopes, and needs were realized starting in 2017 with the opening of applied bachelor's and applied master's programs at STIA LAN Polytechnic. This is based on the policy of the Ministry of Higher Education Number 422/KPT/I/2016. Based on this policy, the STIA LAN Polytechnic, since 2017 has started to open the Applied Bachelor of State Development Administration, Apparatus Human Resource Management and Public Sector Business Administration, the Applied Master Program in State Development Administration, and the Applied Doctoral Program in State Development Administration. As for the institutional, the institutional change from the form of a high school to a polytechnic began to materialize in 2020, with a policy from the Ministry of State Apparatus Procurement and Bureaucratic Reform and the Decree of the Head of NIPA related to the STIA LAN Polytechnic Statute in the NIPA Regulation Number 3 of 2019 policy.

The institutional change from STIA LAN to STIA LAN Polytechnic with a variety of study programs at the undergraduate to applied doctoral levels, in the process is not carried out independently but receives quite intense assistance from the Ministry of Education. In addition to fulfilling the expectations of government policies related to institutional changes to universities under other ministries and NGI in general to become a polytechnic with a type of vocational education. This

is also in line with the expectations of the leadership of NIPA and course the demands for changes in the strategic environment and strategic developments of government policies regarding the need for human resource competence in the government bureaucracy and public sector organizations in general. Demands that expect to improve the ability or competence of public servants in solving problems and public affairs, both at the level of government bureaucracy and public sector organizations.

What was built and started in the new institution of the STIA LAN Polytechnic is the embodiment of the implementation of the duties and functions of NIPA itself. If referring to the policy of Government Regulation Number 79 of 2018, it is emphasized that the duties of NIPA include: (1) Researching, reviewing and innovating the management of the state civil apparatus by policy needs; (2) Fostering and organizing competency-based education and training of state civil servants; (3) Planning and supervising the education and training needs of state civil servants nationally; (4) Preparing standards and guidelines for the implementation and implementation of education, functional technical training and certain levels, as well as providing accreditation and certification in their fields by involving relevant ministries and institutions; (5) Providing graduation certification for education and levelling training participants; (6) Fostering and organizing education and training of public policy analysts; and (7) Fostering functional positions in the field of education and training. Meanwhile, the functions of NIPA are: (1) Development of quality standards for education and training of state civil servants; (2) Fostering education and training of managerial competencies of state civil servants; (3) Implementation of education and training in managerial competencies of state civil servants, either alone or together with other educational and training institutions; (4) Assessment related to the policy and management of the state civil apparatus; and (5) Accreditation of state civil apparatus education and training institutions, both alone and with other government agencies.

From the duties and functions of NIPA described, we can further understand that although the statement of duties and functions is fundamentally different from the beginning of the establishment of NIPA, at least the main spirit that is carried out and becomes the character or identity of NIPA, has not changed significantly. The spirit of NIPA's duties and functions is mainly related to "the development and improvement of the quality of human resource competencies of state apparatus and the development and strengthening of the capacity of the state administration system, which is specifically related to state administration policies and innovations, state civil apparatus management innovations as well as policy and policy analyst competency development." So, if we consider the results of the analysis from the historical and contextual aspects starting from the establishment of NIPA and the STIA LAN Polytechnic to the present, it can be concluded that the existence and sustainability of the implementation of education at the STIA LAN Polytechnic has never been separated from the duties and functions of NIPA itself. However from time to time, since its establishment to the current period, there are dynamics of changes in the statement of the functions and duties of NIPA in line with the demands of the times. However, something that is fundamental and the principle of the statement of duties and functions of NIPA has never changed, namely related to efforts to develop and improve the quality of human resource competencies of the state apparatus and the development and strengthening of the capacity of Indonesia's state administrative system. This is the spirit that animates the spirit of the STIA LAN Polytechnic in the implementation of higher education in the field of state administration for the benefit of the nation and state and the people of Indonesia in general.

It is interesting and strategic to note further that in the embodiment of the current duties and functions of NIPA, the identity described and developed in the STIA LAN Polytechnic is an applied state administration education program that is a full flag. In Indonesia, perhaps, this is the only university that organizes an applied education program in the field of state administration.

The need for professional civil servant human resources is inevitable in the present and future because the strategic goal of the Jokowi-Amin administration is to build the professionalism of the state civil apparatus to face various challenges, opportunities, and problems in the government and public sector bureaucracy. Moreover, the Indonesian nation wants to build a **world-class government** to realize **world-class civil service**. This will be realized if the STIA LAN Polytechnic can play an active and productive role in improving the competence of human resources of the apparatus regarding the content of science and technology as well as art in the life of human resources of the state apparatus.

The current STIA LAN Polytechnic, by carrying out the duties and functions of NIPA, has built and upgraded the curriculum (although it is not perfect and needs to be reviewed). This update is to inject the practice of governance, innovation, public policy, and service, the use and use of information

and communication technology, administrative science, and art in building graduate competencies and to build the capacity of Indonesia's state administration system that is effective, efficient, productive and competitive, as the goal of bureaucracy reform in Indonesia today.

STIA LAN Polytechnic has great advantages and opportunities to realize the expectations of the implementation of education in the field of applied state administration, considering that in the NIPA environment, various things support the process of achieving these learning outcomes. These things include: *First*, most of the teachers at the STIA LAN Polytechnic have experience in the field of administrative science and at the same time become practitioners in governance. They have a lot of practical experience in government bureaucratic environments and the public sector. *Second*, the position of the STIA LAN Polytechnic under NIPA also provides a competitive advantage because it has an education and training program whose participants produce so many innovations that can become a case bank as well as case material for student learning in the classroom. *Third*, NIPA has many innovation laboratories in many regions and a cooperation network that can be used to support the learning process in applied administration programs for the learning outcomes of graduates from the STIA LAN Polytechnic campus.

Special Requirements

In addition to fulfilling the general and basic requirements of the implementation of education at the STIA LAN Polytechnic, as required in Government Regulation Number 57 of 2022, there are also special requirements that must be met by the STIA LAN Polytechnic. Regarding this requirement, several important aspects must be considered, namely: (1) The study program at the STIA LAN Polytechnic must be based on national priority programs. (2) The study program must be technical and specific; (3). Study programs must not overlap with study programs at universities under the guidance of the Ministry of Education.

For the first aspect, he emphasized that the study program built at the STIA LAN Polytechnic is a study program that implements national priority programs from NIPA to meet the needs of the NIPA job market. In this context, of course, we need to interpret this provision critically and carefully. If we talk about the use of the concept or terminology of national priority programs, the meaning captured is the national program that takes precedence or priority over others, that is implemented or that is the main task and function, that the Government gives to NIPA to be implemented first. Because it means that it takes precedence over others, in this context it can be interpreted that there is a tendency every certain period, the national priority program can change. And, at that level, the implications for the implementation of education at the STIA LAN Polytechnic, of course, are very significant when associated with external quality assurance efforts or study program accreditation. The probability of changes in study programs from a certain period can also occur following changes in the national priority programs. And, the further implications that can be obtained by the STIA LAN Polytechnic if the study program changes every certain period, the consequences of its external quality assurance or the accreditation of the study program are at stake. The dream of becoming a study program that is accredited or excellent will certainly be a mere utopia if we only dwell on the change or formation of a new study program. Because the accreditation of the study program obtained for the new study program is minimally accredited.

On the other hand, if we interpret the concept of national priority programs as something urgent and important to do, then in this context, wisdom in choosing which programs are urgent and which programs are important is an important choice of action to be implemented. Wise attitudes and actions to prioritize a choice are the keywords in this case. As Scott said in Grafiani (2021:28), in determining priorities, we need to understand the difference between urgent and important. That means that the definition of priority is a process of determining the level of importance of a task, which then becomes one of the ways to make the most of time and implement the task optimally with structured, disciplined, and focused planning. In the interpretation of this priority concept, we can interpret that at the current national level, an important and urgent task that is inseparable from the national priority program for NIPA is related to administrative reform, which in the context of Indonesia is better known as bureaucratic reform. In the context and relevance to the duties and functions of NIPA, the national priority program, of course, is related to what was conveyed in the previous sub-chapter, that the main spirit or priority for NIPA in carrying out its duties and functions is related to efforts to develop and improve the quality of human resource competencies of state apparatus as well as the development and strengthening of the capacity of Indonesia's state administrative system. Therefore, its relevance

to the various study programs that have existed at the STIA LAN Polytechnic today, as a whole that applied study programs such as the state development administration study program, the apparatus human resource management study program, the applied master's degree in state development administration and the applied doctorate in state development administration, if the content of the curriculum documents is reviewed and reviewed, be it learning achievements, graduate profiles, study materials and existing curriculum structures, at least at this time can relatively describe what is a national priority program implemented by NIPA. Although it is recognized that the need for the creation of curriculum documents to further strengthen and clarify the identity of the study program at the STIA LAN Polytechnic, truly based on and embodying the national priority program implemented by NIPA, must be carried out immediately. For the applied undergraduate study program in public sector business administration, it seems to be urgent and important homework to focus more attention on the preparation of curriculum documents, to position this study program with the duties and functions of NIPA and the national priority programs given to NIPA.

If in this context, it is critically assessed that these study programs, the nomenclature and standards of the content of the curriculum documents, are not able or not by the national priority programs given to NIPA in the current context and considering their historical values or aspects, then the choice to adjust the name of the study program and the curriculum document can be made. The only important thing that needs to be considered carefully and rationally is related to the conditions for changing the name of the study program and the consequences of external quality assurance on the current study program. Based on the Decree of the Director General of Higher Education of the Ministry of Education Number 85/E/KPT/2020 concerning Requirements and Procedures for Changing and Adding the Name of Study Programs at Academic and Vocational Education Providers, the requirement to change the name of the study program which is the main requirement that must be fulfilled is 70% of the substance of the learning outcomes of the study program is the same as the learning outcomes of the study program with the new name. This is important to ensure that the accreditation of study programs follows the accreditation of the old study programs. In addition, many other document requirements must be prepared related to the change of the name of the study program, such as a letter of request from university leaders to the Minister of Education, a decision on permission to open a study program that will be adjusted in its name, a certificate of accreditation of the study program that will be adjusted in its name from the National Accreditation Board, a statement letter that is not experiencing a legal case, a statement letter that there is no difference between the core of the learning outcomes of the study program with the old name and new name, the file of change of study program name, and data reporting on the Higher Education Database has been 100%. Meanwhile, related to the addition of names, the terms or requirements can be seen in the policy above.

For the second aspect related to technical and specific matters, it is emphasized that the study programs at the STIA LAN Polytechnic must be technical and specific in the sense that the existing study programs must be special to meet the needs of implementing positions in government agencies or jobs in certain industries with a limited curriculum or not available in study programs at other universities.

Considering the provisions of Government Regulation Number 57 of 2022 and placing them in the existing conditions of several study programs at the STIA LAN Polytechnic, both at the applied undergraduate and applied doctoral levels, it can be interpreted that technically and specifically, the various existing study programs at least meet the needs of the implementation of positions, especially general and certain functional positions in government agencies or jobs in industry certain that are by the duties and functions of NIPA, but some are not by them so they need to be readjusted. Currently, the applied undergraduate study program in state development administration based on its curriculum documents wants to shape the profile of its graduates to become policy analysts and development planners. For the apparatus human resource management study program, the graduate profile includes human resource analysts and human resource practitioners. As for the public sector business administration study program, the graduate profile is entrepreneurs and managers. As for the master's and doctoral study programs in applied state development administration, the graduate profile includes level 7 and 8 policy analysts and development policy consultants.

This requirement that the study program must be technical and specific, seems to be a serious homework for all of us to find a solution. For this, the study and revitalization or elimination of curriculum documents is a necessity in the context of fulfilling this special requirement and also its relationship with the general requirement that the implementation of education at the STIA LAN

Polytechnic must be by the duties and functions of NIPA and the job market in the NIPA sector. However, if we further delve into the meaning of the technical and specific aspects that contain a special meaning to meet the needs of the implementation of positions in government agencies with a limited curriculum, then of course, if we sit down and relate it to the existing conditions related to policies regarding the State Civil Apparatus, namely Law Number 5 of 2014, especially in articles 14-19, It is clearly described that positions in government agencies consist of administrative positions, functional positions and high leadership positions. Comprehensively, positions in government agencies can be seen in Table 1 on the following page.

Table 1. State Civil Apparatus Positions in Government Agencies

State Civil Apparatus Positions	Article	Position				
Administrative Position	Articles 14-17	Administrative Position	Supervisory Positions	Executive Positions		
Functional Positions	Article 18	Functional Positions of Expertise:	Functional Positions	Skills:		
		1) Key Members		1. Supervisor		
		2) Associate Member		2. Proficient		
		3) Young Members		3. Skilled		
		4) First Member		4. Beginner		
High Leadership Position	Article 19	Key High Leadership Positions	Middle Leadership Position	High Leadership Position	Primary Leadership Position	High Leadership Position

Source: Law Number 5 of 2014 concerning ASN

If what is referred to in Government Regulation Number 57 of 2022, the technical and specific study program is related to the matter described in Table 1, then the position in the government agency is related. And, the possibilities that can be linked to applied undergraduate programs are executive positions and functional positions. As for the applied master's program, it can be related to executive positions, functional positions, supervisory positions, administrator positions or it can also be for primary and intermediate high leadership positions. The relationship must be studied in detail and appropriately because it must be relevant to the duties and functions of NIPA and the NIPA sector. The duties and functions are related to state administrative governance, which in the current context emphasizes more on state administration policies and innovations, state civil apparatus management innovations in improving public services as well as evidence-based policies, and the development of policy analyst competencies as an effort to develop and improve the quality of state apparatus human resource competencies and the development and strengthening the capacity of Indonesian state administration system.

The third aspect is that the study program at the STIA LAN Polytechnic must not overlap with the study program at a university under the guidance of the Ministry of Education. This aspect is further explained because the study program at the STIA LAN Polytechnic must not be the same in the same area (the same field of science) and cause competition between government agencies. Considering the provisions in Government Regulation Number 57 of 2022 if you look at the existing conditions in all study programs at the STIA LAN Polytechnic, then it is basically by the provisions regulated in this policy. This is with the consideration that all study programs at the STIA LAN Polytechnic are study programs that provide applied public administration education, something that is different in principle from study programs at public and private universities that provide academic education. Regarding the study program, in terms of nomenclature and curriculum documents, it has been fundamentally different from several study programs that have similar names to the study programs at the STIA LAN Polytechnic. To more comprehensively heed and see that the requirements do not overlap with other study programs in other universities, then a critical review of the curriculum as well as the comparison

and elimination of the curriculum is a necessity that must be carried out again by the STIA LAN Polytechnic in fulfilling this requirement.

The Institutional Form of Higher Education.

Government Regulation Number 57 of 2022 expressly allows other ministries and NGI to organize higher education in their environment. It is regulated, in Article 2 paragraph (1) of the policy, namely "Other ministries and NGI can provide higher education". "The implementation of higher education consists of the implementation of Official Higher Education and Non-Official Higher Education."

For this point, we need to intelligently understand the content of the above statement critically and rationally, especially about universities under other ministries and NGI can be in the form of official universities and non-official universities, to then take a rational choice for the STIA LAN Polytechnic for the existence and sustainability of its higher education implementation. In policy analysis, the use of rational choices theory initiated by Buchanan (2000) is important to be used in this context. The reason is that using rational choice theory, analysts can make a rational and critical choice in a decision related to the institutional form chosen by the STIA LAN Polytechnic based on consideration of costs and benefits or its advantages and disadvantages.

Before this is executed, critical arguments need to be made to look at the various articles in this regulation. In this regulation, it is explained that official universities are professional education organized by ministries, other ministries, and NGI which functions to improve abilities and skills in the implementation of official duties for civil servants and prospective civil servants (Article 1 paragraph 14). As for non-official universities, it is not explicitly explained as the point of official universities in Government Regulation Number 57 of 2022. It is only emphasized in this policy that non-official universities are universities outside official education (Article 1 paragraph 15). This concept of "outside" needs to be interpreted carefully. What is meant by outside of official education, the type of education is not professional education as explained in article 3, namely vocational education. Or outside of official service, it is education that aims to improve abilities and skills, not in the implementation of official duties for civil servants and prospective civil servants? Or outside the official office, it means that the non-formal education path headed Article 2 paragraph (2).

In addition, it is reaffirmed in Article 2 paragraph (2) that the implementation of higher education in official universities is official education on the formal path. As for non-official universities, it is not clearly stated in the regulation. It is only stated that the implementation of higher education in non-official universities. It is not explained whether the educational path is formal or non-formal. This also needs to be observed and clarified, so that there is no grey or unclear in the implementation for the STIA LAN Polytechnic. Does the non-official university implement a non-formal education path or what?

Another thing that needs to be observed and interpreted critically is also regarding the statement in Article 2 paragraph (3) of this policy which can be said to be a double interpretation and inconsistent with the statement of Article 3 of this regulation. Article 3 explains that universities under other ministries and NGI organize vocational and professional education by the duties and functions of each other ministry and NGI. Meanwhile, in article 2 paragraph (3), there is an additional "and the needs of the job market of the sectors of each other ministry and NGI." The statement of this article, of course, is an expansion of the function of the implementation of higher education in other ministries and NGI. However, it is necessary to be consistent in his statement so that there is no double interpretation, as well as so that the STIA LAN Polytechnic does not take the wrong step in the future.

Finally, concerning the critical review of the content of Government Regulation Number 57 of 2022 that was carried out, there are indeed various things or important points that need to be used as a mature rationality basis, before we make a rational choice. Does STIA LAN Polytechnic hold higher education in the form of an Official university or a Non-Official university? Although it is generally explained in article 3 of this policy that universities under other ministries and NGI organize vocational and professional education by the duties and functions of each other ministry or NGI, there are several things that we need to pay attention to and also need to be straightened or equalized with the Ministry of Education.

D. CONCLUSION AND RECOMMENDATION

Conclusion

If we understand and interpret the critical review presented in the previous subchapter, then the first thing we must pay attention to and make choice positioning between higher education or its institutional identity. Whether the STIA LAN Polytechnic wants to be in the form of an official and non-official university (mixed institution) or choose an official or non-official university. Why are there three options that can be taken by STIA LAN Polytechnic? This is because in Government Regulation Number 57 of 2022, article 2 paragraph (2), the connecting word "and/or" is used. The explanation is that in the Indonesian Language, especially related to the science of logic, the conjunction "and/or" can be treated as "and" and can also be treated as "or". Therefore, the STIA LAN Polytechnic can choose the action plan, related to the Quo Vadis of the STIA LAN Polytechnic, it can be in the first option, namely: mixed model higher education, namely the implementation of higher education in the form of official and non-official or the second, making a dichotomous choice, namely universities in the form of official and third, universities in the form of non-official.

The dilemma occurred for the STIA LAN Polytechnic because from a historical perspective, from its birth to the 2016 period, the implementation of higher education within NIPA is in the form of Official Education because from the perspective of its students are civil servants and prospective civil servants, including other state apparatus, namely the army, police, and employees of state/regional companies, with the status of students mostly studying assignments and study permits. And the type of education is academic (and professional) education. Meanwhile, if we study it based on factual-empirical conditions, from the period of 2017 to 2024, the implementation of higher education within NIPA, can be said to be in a mixed form (Official Education and Non-Official Higher Education) even though it tends to be increasingly oriented towards Non-Official Higher Education. This is because from the aspect of students are students who come from the general public (mostly), although several students are state civil servants, with the type of education held is applied education.

So at this intersection, the Quo Vadis Polytechnic STIA LAN (where to be and where to go)? in a rational-comprehensive choices approach, becomes an important approach to use. It is known that Rosenbloom (in Denhardt and Denhardt, 2015) is of the view that with a rational-comprehensive model, the decision-making process in this study is carried out systematically, information-based, and analytically. This analysis model must be correctly and appropriately based on systematic, information-based, and analytical comprehensive rational considerations regarding the STIA LAN Polytechnic within the framework of Government Regulation Number 57 of 2022. Truncated decision process creates flexibility within decision-making procedures, which thereby provides lower-level governments more power to mediate among various interests, address unresolved conflicts and unattended interests, and modify policy goals as necessary (Jones et al., 2020). From this rationality basis, a correct and appropriate decision will be selected for the existence and sustainability of the STIA LAN Polytechnic.

In this study, 3 models or scenarios were produced that could be taken by the STIA LAN Polytechnic on the basis of rationality, advantages, and disadvantages. The three Models offered are as follows.

1. Mix Institutional Model, namely the Implementation of Higher Education in the types of Non-Official Higher Education and Official Education.

If we look at it from a historical, contextual, and normative perspective, then this model can be a rational choice that has many advantages compared to disadvantages. The advantages are *first*, STIA LAN Polytechnic has technical and substantive experience in providing education for students from state apparatus and the general public. However, if what is considered is related to professional education, of course, we are not experienced technically or substantively. STIA LAN Polytechnic has held a type of academic and vocational education. *Second*, students can come from civil servants, prospective civil servants, and the general public so that the market share becomes wider. *Third*, there is an opportunity to get or use 20% of the state expenditure budget allocated for the education sector if we organize non-

official higher education, but on the other hand, for the class of civil servants and prospective civil servants who are Official Education do not have the opportunity to obtain or use 20% of the state expenditure budget intended for the education sector. All the costs of providing education come from NIPA. In short, the things that are the advantages of the implementation of non-official education within the framework of Government Regulation Number 57 of 2022, will certainly be an important part of the implementation and development of the STIA LAN Polytechnic in the future, as explained in the second model in the following sub-discussion. *Fourth*, the duties and functions of NIPA in the context of fostering and developing the quality of competence of state apparatus can still be carried out, although, in this context, we must build and organize professional education to improve abilities and skills in the implementation of official duties for civil servants and prospective civil servants, as the meaning of the concept referred to in this policy.

2. Institutional Model of Higher Education Implementation in the Form of Non-Official Higher Education

The choice of the model for implementing higher education at STIA LAN Polytechnic is in the form of non-official education, then the advantages are *first*, with the existing condition that the form of the university is a Polytechnic, then basically the STIA LAN Polytechnic has fulfilled the provisions of Article 3 of Government Regulation Number 57 of 2022, that universities under other ministries and NGI organize types of vocational education. Law Number 12 of 2012 concerning Higher Education emphasizes that a university in the form of a Polytechnic is a university that provides vocational education in one or several specific branches of science and/or technology (Article 59, paragraph (5)). The explanation of vocational education according to Article 16 paragraphs (1) and (2) of Law Number 12 of 2012, is that "vocational education is a higher education diploma program that prepares students for jobs with certain applied skills up to applied undergraduate programs. Furthermore, it was also explained that vocational education can also be developed by the government up to applied master's programs or applied doctoral programs. *Second*, students at non-official universities are fresh graduates which in the current context is the largest number of STIA LAN Polytechnic student bodies. *Third*, student admissions from the general public at non-official universities in other ministries and NGI follow the selection mechanism for new student admissions by state universities under the guidance of the Ministry of Education and can conduct additional technical selections according to the characteristics of each study program in each university in other ministries and NGI. *Fourth*, students are entitled to degrees, diplomas, competency certificates, and/or professional certificates, which in the current context are in line with what is done by the STIA LAN Polytechnic. *Fifth*, manpower at non-official universities in other ministries and NGI consists of lecturers, instructors, and education staff. The addition of instructor manpower, of course, is a good opportunity for the quality of vocational education. *Sixth*, non-official universities under other ministries and NGI receive academic guidance from the Ministry of Education. *Seventh*, NIPA is responsible for providing technical guidance on the implementation of higher education. *Eighth*, the cost of implementing higher education comes from the NIPA budget based on the standard of operational cost units (based on study programs) set by the Minister of Education after coordinating with NIPA. Something that is certainly different from what the Polytechnic has been doing, which is based on government provisions on tariffs issued by the Ministry of Finance. In addition, the STIA LAN Polytechnic is allowed to use 20% of the country's expenditure budget intended for the education sector, which has not been allowed so far. *Ninth*, the STIA LAN Polytechnic can have the opportunity to make derivative policies to provide opportunities for graduates to be accepted into the job market in each sector of other ministries or NGI. Article 11 point (d) of government regulation number 57 of 2022 states that: "Other ministers or NGI leaders have the duty and authority to formulate policies on the relevance of higher education outcomes in their institutions to the needs of the job market in each sector. This is also emphasized in article 12 point (a) of this policy, that other Ministers or NGI Leaders have the duty and authority to plan the implementation of higher education based on the needs of employees in government agencies and the job market. *Tenth*, the evaluation and accreditation of non-official universities in other ministries and NGI can be carried out by the National Accreditation Agency of Higher Education or the Independent Accreditation Institute. And, it is emphasized that the accreditation instrument for the implementation of non-official universities in other states and NGI is adjusted to the specificity of the university (Article

24 paragraphs 1 and 2). Meanwhile, the drawback is that the STIA LAN Polytechnic will no longer accept students from civil servants and prospective civil servants. Something that has historically been the identity of a university organized by NIPA. But in this context, we need to be realistic and also realize that the market share of prospective students is decreasing significantly from civil servants and prospective civil servants. Of course, these advantages can be utilized in the future, if the general requirements and special requirements for the implementation of education and study programs are fulfilled by the STIA LAN Polytechnic and by what is meant in Government Regulation Number 57 of 2022.

3. Institutional Model of Higher Education Implementation in the Form of Official Higher Education

The model that can be chosen by the STIA LAN Polytechnic in the implementation of higher education can also be in the form of Official Universities. This means that in the process of implementing higher education later, the STIA LAN Polytechnic will organize professional education, (professional education is higher education after undergraduate programs that prepare students for jobs that require special skill requirements), which functions to improve abilities and skills in the implementation of official duties for civil servants and prospective civil servants.

In this context, the advantages that can be obtained by the STIA LAN Polytechnic, according to the author, are very minimal compared to the disadvantages, if it is seated in this policy frame. The advantages may be limited to the scope of implementation of NIPA's duties and functions related to efforts to increase the capacity of Apparatus Human Resources. The rest if we choose the implementation of official education, the logical consequence is that we will again make fundamental changes, both to the institution to the design of the curriculum, human resources, as well as the existing facilities and infrastructure to organize this type of professional education, even recognition and civil effects that are external will be at stake, namely in the form of minimum accreditation of study programs. In addition, there is not the slightest experience for the STIA LAN Polytechnic in the implementation of professional education. Although we know that the STIA LAN Polytechnic campus has long-held Postgraduate education. But in the real context as a professional education with the fulfilment of various minimum educational standards such as graduate competency standards; learning content standards; learning process standards; learning assessment standards; standards for lecturers and education staff; standards of learning facilities and infrastructure; learning management standards; And the standard of financing learning as a professional education program, is still far from *"the fire from the roast."*

Another weakness is that the STIA LAN Polytechnic can never use 20% of the state budget for education which is intended for the education sector. Something that is reviewed from the budget side is a necessity for the STIA LAN Polytechnic to be able to develop and benefit the country and society productively. This is considering that so far from the budget aspect, the STIA LAN Polytechnic has always felt minimal and inadequate and unable to access various opportunities in improving the Tridharma of Higher Education.

So if we choose this third model, then the fundamental change will certainly be made by the STIA LAN Polytechnic. And, it requires enormous effort, energy, and resources to meet the minimum standards of a professional education program. The experience of institutional change from STIA LAN (academic and professional education) to STIA LAN Polytechnic (vocational education), may be an important learning to be considered carefully, rationally, and usefully. As part of NIPA and the Unitary State entity of the Republic of Indonesia.

Recommendation

Based on the conclusions submitted in the previous subsection, anticipation and readiness in facing the evaluation process by the Ministry of Education which will be carried out no later than 2

years after this Government Regulation was established, the choices and action plans carried out are as follows:

- 1) The most rational choice for the implementation of higher education at STIA LAN Polytechnic tends to be the choice of the first and second models, which can be in the form of a Mixed Institutional Model or Non-Official Higher Education. This means that the type of education held is vocational education (which at any time in the future period will be built a Postgraduate Study Program with the type of professional education. If the nursery pattern wants to be continued in the context of official education, then make sure that the study program that is built is a study program for postgraduate programs with the type of professional education) in the form of a university institution is a Polytechnic. The most rational choice related to this choice is based on some of the things that have been mentioned in the previous subsection, with its various advantages and disadvantages.
- 2) The action plan related to this choice will immediately carry out several urgent and important activities to sit the existing condition of the STIA LAN Polytechnic in fulfilling the provisions and arrangements in Government Regulation Number 57 of 2022, especially related to the general requirements and special conditions that exist for the existence and sustainability of the STIA LAN Bandung Polytechnic. Activities carried out: An inclusive and participatory academic study or feasibility study between the STIA LAN Bandung, Jakarta, and Makassar Polytechnic campuses related to the suitability of the study program with the duties and functions of NIPA in the implementation of higher education on the three campuses. To formulate a rational and accountable narrative in the face of evaluation actions later. Review and implementation of curriculum documents in an inclusive and participatory manner by (Atmosudirdjo, 1961) the three STIA LAN Polytechnic campuses, in fulfilling the provisions of general and special requirements regarding study programs must be based on NIPA's national priority programs, specific and technical, and do not overlap with study programs at other universities under the guidance of the Ministry of Education. The evaluation and study were also carried out as an effort to fulfill various minimum standards of educational dharma (graduate competency standards; learning content standards; learning process standards; learning assessment standards; lecturer and education staff standards; learning facilities and infrastructure standards; learning management standards; and learning financing standards). A study on the formation of special classes or nursery patterns for Professional Education Programs that meet various minimum standards of educational dharma (graduate competency standards; learning content standards; learning process standards; learning assessment standards; lecturer and education staff standards; learning facilities and infrastructure standards; learning management standards; and learning financing standards) as well as general requirements and special requirements of Government Regulation Number 57 of 2022. Preparing new applied undergraduate study programs other than the existing ones, for the fulfillment of general and special requirements stipulated in the policy and as an anticipation in the future in the evaluation process that will be carried out by the Ministry of Education. The new study program plans that want to be formed include: **the Public Policy Analysis Study Program, Education and Training Management Study Program, and Innovation, Administrative Technology, and Public Service Study Program.** The choice of this action plan is a difficult choice to make considering the availability of resources that the STIA LAN Polytechnic currently has, and there is still a lot of homework to be done related to strengthening the quality of the existing study programs.

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