

**STAKEHOLDER ANALYSIS IN THE ASN LEARNING PROGRAM AT
THE HUMAN RESOURCES DEVELOPMENT AGENCY OF EAST JAVA
PROVINCE**

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ABSTRACT

The East Java Provincial Government through *BPSDM* East Java has various work programs to accelerate the implementation of the East Java CorpU, one of which is "*ASN Belajar*". The purpose of this innovation is an effort to improve the competence of civil servants. The success of the *ASN Belajar* program is of course supported by stakeholders. This study is to determine the role, relationship, and effectiveness of the role of stakeholders in achieving the performance targets of *BPSDM* East Java Province. This research is descriptive with a qualitative approach. While collecting data is carried out by means of open interviews, observations, and documents. Furthermore, in determining informants using purposive sampling techniques. This research is in analyzing data using interactive models. As a result, in general, the implementation of the *ASN Belajar* program has run well in terms of the role, relationship, and effectiveness of stakeholders. Therefore, the successful implementation of the *ASN Belajar* program organized by *BPSDM* East Java needs to be maintained. In addition, these good examples need to be replicated by or other bureaucracy.

Keywords: *ASN Learning, ASN Competencies, Stakeholders*

A. INTRODUCTION

State Civil Apparatus (*ASN*) is a profession for civil servants and government employees with work agreements who work in government agencies. Meanwhile, in order to develop competencies to support the implementation of tasks, *ASN* is given the opportunity to increase knowledge in accordance with competency development planning at Government Agencies. The *Peraturan Pemerintah Nomor 17 Tahun 2020* concerning Amendments to *Peraturan Pemerintah Nomor 11 Tahun 2017* concerning Civil Servant Management states that there are three competencies that must be possessed by civil servants, namely (1) technical competence is knowledge, skills, and attitudes / behaviors that can be observed, measured, and developed specifically related to the technical field of the

position; (2) managerial competence is knowledge, skills, and attitudes/behaviors that can be observed, measured, developed to lead and/or manage organizational units; and (3) socio-cultural competence is knowledge, skills, and attitudes / behaviors that can be observed, measured, and developed related to the experience of interacting with a plural society in terms of religion, ethnicity and culture, behavior, national insight, ethics, values, morals, emotions and principles, which must be fulfilled by each office holder to obtain work results in accordance with roles, functions and positions.

Then the East Java Provincial Government together with the Ministry of State Apparatus Empowerment and Bureaucratic Reform and the State Administration Agency agreed to form an "East Java Corporate University (CorpU)" whose purpose is none other than to develop the competence of civil servants in East Java Province. In order for this program to be carried out properly, *Peraturan Gubernur Provinsi Jawa Timur Nomor 59 Tahun 2021* concerning the Integrated Learning System (Corporate University) in the Development of State Civil Apparatus Competency was issued. In this regulation, it is explained that the East Java Integrated Learning System (Corporate University), hereinafter referred to as CorpU East Java, is an integrated learning system approach in the implementation of the development of State Civil Apparatus (ASN) competencies to support the implementation of talent management, organizational strategy objectives, to support talent management and the achievement of regional and national development goals.

The system developed in CorpU is the concept of Merdeka *Belajar* so that there are more formats and ASN can get learning resources from anywhere. The system can be through streaming. So ASN can improve professionalism in accordance with the desired competencies which in the end realizes a world-class state civil apparatus. The main target for the establishment of East Java CorpU is ASN of the East Java Provincial Government, Regency Government, City Governments throughout East Java (Arfani, 2020). Head of the Center for Program Development and Competency Development Policy (P3K Bangkom) of ASN *LAN-RI*, Erna Irawati, said that East Java CorpU has an important role in improving the competence of civil servants. There is nothing permanent in the learning process, therefore, continuous adaptation to the competence of civil servants is needed according to changing times. It takes a new approach to learning fast and precisely. In the future, each Regional Apparatus (PD) agency also has the responsibility to develop the HR competence of its employees. Furthermore, East Java CorpU can be carried out well if it has seven important elements, namely (1) structure; (2) learning focus; (3) learning systems; (4) learning strategies; (5) knowledge management; (6) learning technology; and (7) system integration (*BPSDM (BPSDM Jawa Timur, 2021)*).

Following up on this program, the East Java Human Resources Development Agency (*BPSDM*) has various work programs to accelerate the implementation of the East Java CorpU, one of which is "ASN *Belajar*". The program, which started in early 2022, is one of the East Java CorpU programs conceptualized by *BPSDM* for independent and integrated learning more flexibly.

The purpose of this innovation is an effort to improve the competence of the state civil apparatus (*ASN*) (Soekarno, 2022).

B. METHODS

Descriptive research qualitative approach was used in this study. The purpose of descriptive research is to describe, describe, or paint accurately, systematically, and factually. Then a qualitative approach to understand and know the problems that occur in social society that includes procedures and questions that arise, data that is generally collected, data analysis is carried out inductively to build themes from themes that have a special nature to general (Creswell, 2009). Data collection in qualitative research has various types, including photos, maps, open interviews, observations, and documents (Neuman (2015). While in this study researchers are more interested in using open interview techniques, observation, and documents. The documents used in this study include: Laws and Regulations, Online Media, *BPSDM* YouTube, and Reports. This research in determining informants uses purposive sampling techniques (aimed sampling methods) or better known as judgmental sampling.

C. DISCUSSION

Identify the Role of Stakeholders

The *ASN Belajar* program in its implementation cannot be separated from the important role of each stakeholder. Stakeholders are individuals or groups that have an impact or are affected by the implementation of a program. The implementation of the *ASN Belajar* Program at the Human Resources Development Agency of East Java Province also cannot be separated from the important role of stakeholders. *ASN Belajar* is a form of implementation of CorpU so that in its implementation it refers to the *Peraturan Gubernur Provinsi Jawa Timur Nomor 59 Tahun 2021* concerning Integrated Learning Systems (Corporate University):

1. Coach; the trustees in question are the Governor and Deputy Governor.
2. Steering Officer; the directors in question are the Regional Secretary and Assistant Regional Secretary.
3. Executor; for Head of *BPSDM* and Head of Regional Apparatus/Bureau.
4. Group skills; Expertise group skill groups are members of civil servants, academics and / or professionals who have expertise and competence in certain fields.

Key Stakeholders (Primary)

The main (primary) stakeholders in the *ASN Belajar* Program are stakeholders who have a direct interest in the *ASN Belajar* Program at the Human Resources Development Agency of East Java Province. The main (primary) stakeholder in the *ASN* Learning Program in East Java is the East Java Provincial Human Resources Development Agency (*BPSDM* East Java) because it has a direct interest relationship with the *ASN* Learning Program in East Java. *BPSDM* East Java is a facilitator of the realization of the corporate university program through the implementation of the *ASN Belajar* program. In addition, institutionally *BPSDM* East Java has obtained sufficient legality to carry out

various training programs. In 2021, *BPSDM* East Java has succeeded in achieving a satisfactory assessment in the Accreditation process for the Implementation of National Leadership Training Training Level II (PKN Tk II), Administrator Leadership Training (*PKA*), Supervisory Leadership Training (*PKP*) and Basic Training (Latsar) for *CPNS* Gol. III and Goal. II. By *LAN RI*.

1) Supporting Stakeholders (Secondary)

Supporting (secondary) stakeholders in the *ASN Belajar* Program in East Java Province are stakeholders who have no direct interest in the *ASN Belajar* Program in East Java Province, but have concerns and concerns so that they also voice and influence community attitudes and government legal decisions. Included in the supporting stakeholders are Performers / Resource Persons from the East Java Learning *ASN* program. Based on the *Peraturan Gubernur Provinsi Jawa Timur Nomor 59 Tahun 2021* concerning the Integrated Learning System (Corporate University) in the Competency Development of the State Civil Apparatus Article 9 Paragraph 1, one of the organizers of the East Java CorpU is the Expertise Group (skill group). The skill group as referred to in paragraph (1) letter d consists of civil servants, academics and / or professionals who have expertise and competence in certain fields.

2) Key Stakeholders

Key stakeholders in the *ASN Belajar* Program at the Human Resources Development Agency of East Java Province are stakeholders who have legal authority in terms of decision making. The key stakeholders in question are executive elements according to their level, legislature, and agencies. Based on the *Peraturan Gubernur Provinsi Jawa Timur Nomor 59 Tahun 2021* concerning the Integrated Learning System (Corporate University), the East Java Provincial Government in this case the Governor and Deputy Governor act as key stakeholders because they have legal authority as policy formulators, policy implementers, provide technical guidance and conduct regular monitoring and evaluation of the implementation of the coordination of the *ASN Learning Program* at the Resource Development Agency Human Resources East Java Province.

In the *ASN Belajar* webinar series 22 which was attended by 7,780 participants. The number of participants was the highest throughout the *ASN Belajar* virtual class held by *BPSDM* East Java. The Governor as a stakeholder in the *ASN Belajar* program is also one of the factors in the implementation of the *ASN Belajar* program, in addition to providing support through regulations and coaching, one of which is by becoming a resource person, this proves that there is high concern and support for the implementation of the *ASN Belajar* program.

Interrelation Between Stakeholders

The implementation of the *ASN Belajar* Program at the Human Resources Development Agency of East Java Province has stakeholders related to one another, for this reason, each implementation requires coordination so that the *ASN Learning* program runs in accordance with the objectives that have been set. After identification is carried out to find out the role of each stakeholder then observe how the relationship between them. Stakeholder analysis aims to identify individuals or groups affected or affected either directly or indirectly from a

program. Thus stakeholder analysis explains related to several factors such as the existence of an organization, impacts, and consequences arising from the implementation of the program. In this study analyze how the interrelation between stakeholders by determining whether the interrelation between each stakeholder contradicts, complements each other, or cooperates with each other.

Effectiveness of Stakeholder Role

The word effective comes from English, namely effective which means success or something that is done can run successfully. Effectiveness is an important component to achieve the goals that have been set in any organization, activity, policy, service or program. It can be said to be effective if the goals or objectives that have been determined are achieved. While the Role of Stakeholders According to Nugroho (2014) in the research of Ali et al, stakeholders in development programs are classified based on their roles, including:

- a. Policy creators are stakeholders who act as decision makers and determinants of a policy.
- b. Coordinators are stakeholders whose role is to coordinate other stakeholders involved.
- c. Facilitators, namely stakeholders as facilitators whose role is to facilitate and fulfill what is needed by the target group.
- d. Implementers, namely policy implementing stakeholders in which they include target groups.
- e. Accelerators are stakeholders whose role is to accelerate and contribute so that a program can run according to the target or even faster achievement time.

Theoretical Interpretation

One popular method uses interest and influence to classify stakeholders into "Key players", "Context setters", "Subjects" and "Crowd" (e.g. Eden and Ackermann, 1998; De Lopez, 2001). This can then help determine how stakeholders can engage, for example for instrumental purposes. Key players for example are stakeholders who must be actively prepared, because they have a high interest and influence over certain phenomena. (Reed et al., 2009)

Key players have high importance and influence. Context setters have high influence but low importance. Subjects have high importance but low influence, while crowds are stakeholders who have low importance and influence. (Reed et al., 2009).

From figure 4 below it is known that those included in the Key players category are the East Java Provincial Government, then those included in the Context setters category are the Regional Secretariat, while for the Subjects category, namely *BPSDM* East Java, and those included in the Crowd category are *ASN* Learning resource persons.

1. Key players have high importance and influence.
2. Context setters have high influence but low importance.
3. Subjects have high importance but low influence.
4. *Crowd*

D. CLOSING

Conclusion

Based on the results of data analysis and theoretical interpretation carried out to determine stakeholder analysis in the *ASN Belajar* Program at the Human Resources Development Agency of East Java Province, the following conclusions can be drawn:

1. Identify the role of stakeholders in the *ASN Belajar* Program at the Human Resources Development Agency of East Java Province, consisting of:
2. Integration between stakeholders in the *ASN Learning* Program at the Human Resources Development Agency of East Java Province
3. The effectiveness of the role of stakeholders in achieving the performance targets of *BPSDM* East Java Province

The effectiveness of the role of stakeholders in achieving the performance targets of *BPSDM* East Java Province has good results, this is evident from the increase in the number of online participants of the *ASN Belajar* webinar carried out. This is proof that the performance of *BPSDM* East Java in terms of increasing the competence of civil servants in East Java has a positive impact on civil servants. In addition, the effectiveness of the role of *BPSDM* stakeholders in East Java Province in the *ASN Belajar* program can be seen from the presence of policies that support the program, good coordination between stakeholders, facilitation of the needs of target groups, and the implementation of the program according to the target or even faster achievement time..

Suggestions

The suggestions in this study are:

1. The successful implementation of the *ASN Belajar* program organized by *BPSDM* East Java is partly because it is supported by stakeholders who have good roles and relationships. Therefore, this matter needs to be maintained.
2. Success The successful implementation of the *ASN Belajar* program organized by *BPSDM* East Java needs to be used as an example or replication for other organizations or bureaucracy..

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