

A Collaborative Strategy for Developing the Competencies of Civil Servants at the Center for Legislative Human Resources Competency Development, Secretariat General of the People's Representative Council of the Republic of Indonesia

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ABSTRACT

The development of competencies among State Civil Apparatus (ASN) is a critical factor in strengthening bureaucratic performance, particularly within legislative institutions facing rapid organizational and technological changes. This study aims to formulate a collaborative strategy for enhancing ASN competencies at the Center for Legislative Human Resources Competency Development, Secretariat General of the House of Representatives of the Republic of Indonesia. A qualitative descriptive approach was employed, utilizing purposive sampling of ten key informants representing strategic and technical roles. Data were collected through semi-structured interviews and document analysis, and analyzed using the interactive model of Miles and Huberman. The findings reveal that competency development remains fragmented, characterized by weak integration of talent management, persistent silo mentality, regulatory inconsistencies, and suboptimal participation driven by administrative compliance rather than learning motivation. However, cross-unit collaboration initiatives, such as peer-to-peer knowledge sharing and the adoption of digital platforms like Learning Management Systems, demonstrate significant potential to improve accessibility and learning effectiveness. The study concludes that successful competency development requires an integrated collaborative governance framework supported by facilitative leadership, E-HRM integration, and institutionalized coordination mechanisms. These findings contribute both theoretically to collaborative governance literature and practically by offering a strategic blueprint for sustainable public sector human resource development.

INTRODUCTION

The State Civil Apparatus (ASN) plays a very vital role in the architecture of the Indonesian bureaucracy, where their functions go beyond the mere provision of public services to the maintenance of neutrality, demonstration of a high level of professionalism, and the ability to adapt to the dynamics of the strategic environment that are constantly changing exponentially. In the context of the Secretariat General of the House of Representatives of the Republic of Indonesia (Secretary General of the House of Representatives of the Republic of Indonesia), the dynamics of apparatus management are faced with a very complex empirical reality, which is marked by a drastic change in the demographic composition of the workforce, including the presence of 742 Government Employees with Employment Agreements (PPPK) and 18 Part-Time PPPK which are now side by side with 1,289 Civil Servants (PNS) and 296 Civil Servant Candidates. forming a total of 2,345 apparatus entities. This structural shift has

serious implications for the governance of competency development, where the existence of civil servants who may have previously been in the comfort zone is now encouraged to be more aggressive in innovating, considering that PPPK has become an official part of the organization that contributes directly to the achievement of work unit performance. However, the actual phenomenon shows significant inequality in the fulfillment of the right to competency development of at least 20 Lesson Hours (JP) per year; Empirical data in 2023 shows that 19.04% of civil servants have failed to meet this target, and despite improvements in 2024, there are still 33.28% of apparatus who have not reached the required competency threshold. Furthermore, the achievement of the maturity index of the Integrated Learning System (*Corporate University/Corpu*) within the Secretary General of the House of Representatives of the Republic of Indonesia has experienced worrying stagnation, with a score that is held at 57.00% in 2024 and 56.75% in 2025, which indicates that the implementation of the system is only at a developing stage and has not reached a well-managed level. This condition is further complicated by the thick centralistic approach that is less responsive to specific operational needs, thus triggering the emergence of decentralized but uncoordinated independent learning initiatives, such as the *Monday Morning Sharing Session* (S3) program, which emphasizes the urgency of formulating a collaborative strategy for the development of ASN competencies that are comprehensive, integrated, and adaptive to the challenges of modern ASN management.

In a more structured way, the initial problems behind the urgency of this research show that there is a multidimensional complexity in the development of apparatus competencies. First, there is a regulatory inconsistency characterized by a difference in nomenclature between "Training" and "Competency Development", and it has not been fully accommodated in the status of 742 PPPK. This condition creates ambiguity in governance and overlapping the direction of personnel policies. Second, there is still a gap in the fulfillment of the minimum 20 hours of lesson (JP) standard, where in 2024 33.28% of apparatus have not reached this threshold, which is exacerbated by the inequality of access between units. This has an impact on knowledge stagnation and unequal individual capabilities in the organization. Third, the stagnation of the maturity index is also a crucial issue, with the Integrated Learning System (Corpu) score remaining at 57.00% in 2024 and decreasing to 56.75% in 2025, which shows that the Corpu ecosystem has not been able to reach a superior stage and has not been optimally integrated. Fourth, the emergence of sectoral ego or silo mentality is reflected in the training practice that is still partially running, as well as the lack of formal recognition of the unit's independent initiatives by the Center for Competency Development. This condition ultimately hinders strategic collaboration across agencies and leads to inefficiencies in the use of organizational resources.

To dissect the complexity of the phenomenon, the analysis of the initial conditions of the preconditions of collaboration becomes a conceptual foundation that cannot be ignored, given that the effectiveness of organizational synergy is highly determined by historical dynamics and the distribution of existing resources. Based on the theoretical view put forward by (Astuti, 2020), the initial conditions before the collaboration occurred were predominantly influenced by three major variables: the imbalance of influence or power, the asymmetry of resources and knowledge between stakeholders, and the past history which includes a track record of cooperation and the residue of conflicts that have triggered polarization among related parties. In the context of the Secretary General of the House of Representatives of the Republic of

Indonesia, this historical resource gap is manifested in the form of sectoral ego or *silo mentality*, where each work unit tends to prioritize its own internal managerial interests due to unequal access to the budget, limited representative training class facilities, and a deficit in the number of Widyaiswara that is disproportionate compared to the volume of apparatus that must be served. The history of education and training management that was previously exclusive has created structural frictions that hinder equitable access to capabilities, demanding a renegotiation of the distribution of resources, as well as efforts to dismantle negative stereotypes and rigid organizational culture (Rezeki et al., 2021) that have been limiting cross-division interaction. Furthermore, the success of this collaborative initiative cannot be isolated from regulatory parameters, career pattern design, and institutional capacity of organizing institutions, as explained by (Sidabutar, 2024) who emphasized that the main challenge for ASN competency development lies in the rigidity of functional position regulations, unintegrated career development, and immature institutionalization of the workplace ecosystem. The inconsistency between the institutional nomenclature—which has now transformed into a Center for Competency Development but still operationally still uses traditional education and training paradigms—creates bureaucratic anomalies that confuse the apparatus. The failure of regulations in formulating a clear common thread between the achievement of training results and the opportunity for promotion results in the motivation of the apparatus to be degraded, turning the essential learning process into a mere ritual of fulfilling administrative obligations that are seen as a burden, rather than as a strategic instrument for accelerating institutional performance.

At the macro level, the implementation of a responsive legislative support function must navigate the flow of disruption triggered by the escalation of technological advancement, social and cultural transformation, and the imperative to engage actively in comprehensive global cooperation. (Kalashnyk, 2024) articulate that in the contemporary adult education landscape, the professional development of public servants carries a multifaceted significance, where they are inherently required to respond to the massive pace of technological innovation, socio-cultural paradigm shifts, globalization trends, and the urgency of cross-border partnerships; therefore, competency development must be specifically designed and harmonized through national and regional policies to face the era of globalization (Smith, 2022). State apparatus is faced with the absolute challenge of adopting the latest digital tools and absorbing international insights to boost institutional competitiveness in the midst of a rapidly evolving ecosystem. This is realized by the Secretary General of the House of Representatives of the Republic of Indonesia through various international cooperation initiatives, including sending delegations to *the University of Melbourne* and *Northern Illinois University*; however, this global collaboration is often hampered by contractual constraints related to intellectual property rights (IPR) and the lack of systematic knowledge transfer mechanisms within organizations, thus positioning the program as a high-cost initiative with a low level of *institutionalization (high cost, low institutionalization)*. To overcome these external and internal frictions, collaborative governance architecture must rest on a solid psychological and procedural foundation, as affirmed by (Ansell & Gash, 2008), which postulates that the success of collaboration depends heavily on building trust, a sincere commitment to collaborate, and the intensity of *face-to-face dialogue*. Direct dialogue functions not only as a space for transactional negotiation, but also as a crucial forum to dismantle the negative stereotypes that have prevented work units from

seeing shared *value* opportunities, thus facilitating the fusion of jurisdictional boundaries between parts in order to realize a sustainable and consensus-oriented cooperation ecosystem.

The development of competencies that are harmoniously coordinated leads to one absolute managerial imperative, namely systematic integration with organizational talent management to support lifelong learning and continuous innovation (Budiningsih, 2022; Endres, 2021; Zhang, 2023). (Dessler, 2014) emphasized that talent management is a fundamental process that is goal-oriented and fully integrated, including planning, recruitment, selection, development, and compensation of employees; Where competence is the common thread or core that unites all elements of human resource management. In the context of legislative bureaucracy, the application of this principle indicates that the results of *the* identification of competency gaps from the assessment process must be a direct and essential input in designing a personalized training blueprint for each apparatus. This talent integration is being accelerated in parallel by the urgency of continuous digital transformation, particularly through the adoption of *Electronic Human Resource Management (E-HRM)*. (Muzanenhamo, 2023) explain that E-HRM involves an extensive spectrum of operations, integrating all mechanisms between human resource management and information systems to create massive added value within and across departments. Digital transformation through *Learning Management System (LMS)* platforms such as the AKILA application is a crucial bridge to overcome the limitations of physical classes and tight trial schedules, although its implementation is currently hampered by disparities in data interoperability with national personnel portals. All of these wheels of collaboration, talent integration, and digitalization ultimately absolutely require progressive and transformational leadership interventions (Bass & Avolio, 1994; Ansell & Gash, 2008). Facilitative leadership is an essential element to invite parties to sit together, break down the barriers of the silo mentality, and maintain the rhythm of cooperation through various managerial crises. Departing from the conceptual and empirical elaboration, this study finds *a deep research gap* related to the absence of a *Corporate University model* that is specifically designed and tested for reliability to accommodate the ecosystem of legislative institutions that are full of political intervention and the complexity of trial support. Therefore, this study aims explicitly to identify systemic obstacles, unravel operational challenges, and formulate a collaborative strategy for ASN competency development that is comprehensive, adaptive, and fully integrated with the vision of the Secretary General of the House of Representatives of the Republic of Indonesia. The contribution of this research is not only theoretical in dimension through the expansion of the collaborative governance literature in the public sector, but also offers practical significance in the form of a prescriptive design for policymakers in orchestrating an apparatus learning ecosystem based on meritocracy and cross-border collaboration.

METHOD

This research is designed and executed using a descriptive approach under the umbrella of qualitative research type, which ontologically and epistemologically aims to explore empirical phenomena (Sonsupap, 2024a), dissect, and interpret the meaning behind empirical phenomena related to collaborative strategies for competency development in complex institutional environments. This descriptive qualitative approach allows researchers to conduct in-depth natural investigations (*verstehen*), capture the essence of socio-organizational

dynamics, and understand the root of systemic problems from the holistic perspective of the actors involved (Mulyadi, 2016) directly in the process of making and implementing policies. The locus of this research is definitively determined at the Center for Legislative Human Resources Competency Development of the Secretariat General of the House of Representatives of the Republic of Indonesia. Given the nature of research that prioritizes depth of substance rather than statistical generalization, the determination of data sources is carried out through *purposive sampling* techniques, which deliberately select individuals with functional authority, a track record of expertise, and direct involvement in the orchestration of the management apparatus. The research population represented by 10 (ten) key informants covers a broad spectrum of managerial and technical hierarchies, consisting of: Deputy for Administration as the strategic initiator of macro policies; Head of the Trial Bureau I who acts on behalf of users graduates from the *core business* of the legislature; Head of Technical Competency Development; Head of Managerial and Socio-Cultural Competency Development; Former Head of ASN Planning and Career Patterns; one Main Expert Widyaiswara Functional Officer and two Associate Expert Widyaiswara Functional Officials who act as curriculum facilitators; and two Widyaiswara Functional Officers from BPSDM West Java Province who were presented specifically to enrich perspectives through comparison of best practices (*benchmarking*) on the success of the implementation of the national merit system.

The data collection process in this study was carried out through strict triangulation techniques, which combined semi-structured *in-depth interviews* with a comprehensive document review process. Semi-structured interviews provide flexibility for researchers to explore the informant's opinions, historical experiences, and critical perspectives on regulatory impasse and the success of independent initiatives, while document review is aimed at confirming the validity of claims through verification of laws and regulations, report on course hours achievement, and *Corporate University* maturity index, to the analysis of draft international cooperation. The data that has been collected is then processed and analyzed using the interactive model qualitative data analysis technique initiated by Miles and Huberman (Mulyadi, 2016), which is operationalized through three systematic stages that take place cyclically. The first stage is data reduction, in which researchers filter, categorize, and abstract thousands of narrative transcripts into central themes related to structural barriers and opportunities for digital integration. The second stage includes the presentation of data (*data display*) articulated in the form of coherent narrative descriptions and comparative matrices, allowing researchers to detect patterns of causal relationships between phenomena more clearly. The final stage is conclusion drawing and verification, in which the initial tentative findings are continuously re-tested for their validity against field evidence through triangulation of sources, ensuring that the scientific narrative presented is not only representative, but also has a degree of credibility, reliability, and objectivity that meets the standards of academic research rigor.

RESULTS AND DISCUSSION

The empirical findings of this study reveal six crucial dimensions that outline the descriptive and analytical reality of the implementation of the collaborative strategy for ASN competency development at the Secretariat General of the House of Representatives of the

Republic of Indonesia. First, it was identified that competency development has not been fully rooted in a precise analysis of competency gaps; the assessment instruments run by the Human Resources Bureau are still macro and have not been able to map in detail the technical needs of individuals, so training programs often lose their relevance to specific work dynamics in the field. Second, as a form of organic resistance to the rigidity of centralization, cross-unit collaboration has emerged as a very effective primary strategy; This phenomenon is represented by the success of the *Monday Morning Sharing Session* (S3) initiative of the Finance Bureau, which shows that the dissemination of knowledge across peers (*peer-to-peer*) is able to operate optimally even though it has not yet received formal administrative recognition from the Center for Competency Development. Third, the penetration of digital transformation has proven to be a life-saving instrument that bridges geographical and time disparities; *AKILA's Learning Management System* (LMS) application, powered by a massive capacity cloud computing infrastructure, has facilitated trial apparatus that was previously marginalized from access to classical training. Fourth, the dominance of structural constraints and the low quality of employee participation are still worrying bureaucratic residues; The silo mentality still creates a dividing wall between bureaus, while employee participation is often driven by transactional motives such as fulfilling the 20 Hours of Lesson (JP) quota instantly at the end of the year or simply pursuing financial incentives (*money-oriented mindset*). Fifth, the substance of competency development efforts is considered not to be optimally integrated with the core *business* needs of legislative institutions, where essential skills such as effective communication for law enforcement personnel are often ignored in favor of more general training. Sixth, this study detects the urgency to restructure and strengthen internal governance as a whole; The failure of the *Learning Council Meeting class coordination forum* and the weakness in implementing the consequences of rewards and punishment causes the learning cycle to fail to have a measurable impact on the operational progress of the organization.

Table 2. Description of Research Findings

Dimensions of Findings	Description of Field Phenomena	Managerial Implications
Gap-Based Development	The results of SIMATA assessments are confidential and global, not relegated to individual operational matrices.	The training runs partially without targeting the actual technical weaknesses of the employees.
Cross-Unit Collaboration	The S3 Morning <i>program</i> runs effectively independently but lacks the formal recognition umbrella of JP.	The urgent need to legitimize the <i>Community of Practice</i> within the framework of the Corpu.
Digital Transformation	The AKILA LMS solves the constraints of physical presence, but is constrained by database interoperability issues.	Direct API integration between <i>AKILA</i> , <i>SIMATA</i> , and <i>MyASN</i> BKN is required.
Structural Constraints	<i>Silo mentality</i> triggers compartmentalization; <i>event-organizer-based</i> participation or SPPD orientation.	Cultural intervention must redefine JP as a responsibility, not a transactional right.
Core Needs Integration	Lack of material specialization for the functional position of the trial; External IP restricts adoption.	The preparation of the curriculum must involve internal experts of graduate

		users proactively.
Strengthening Governance	The absence of a <i>Learning Council mechanism</i> triggers a disparity in strategic direction between leadership changes.	The establishment of policy consortiums at the elite level to maintain the sustainability of the ecosystem.

The impact on the results of this study, when articulated based on the theoretical foundation parameters used, emphasizes the significant correlation between the conceptual framework and bureaucratic reality. Referring to the Resource Gap parameter (Astuti et al., 2020), the findings regarding the fertility of *silo mentality* are a direct manifestation of the struggle and disparity in resource allocation in the past, which creates psychological boundaries between work units. Regarding the parameters of Regulations and Institutions (Sidabutar, 2024), the phenomenon of low substantive employee participation is validated as a result of incoherent career development regulations, where administrative obligations are not balanced with the clarity of the promotion certainty scheme. In the aspect of Technology Advancement and Global Cooperation (Kalashnyk, 2024), international training programs with *the University of Melbourne* and *NIU* have proven to provide global exposure, but their impact is dramatically reduced due to weak IP protection and the lack of systemic mechanisms for local knowledge transfer, making the initiative elitist. The absence of the parameters of Trust and Face-to-Face Dialogue (Ansell & Gash, 2008) institutionally causes collaboration commitments to depend only on certain leaders' interpersonal networks, so that they easily collapse when there is a mutation of officials. The failure of *individual gap* mapping reflects the paralysis of the Talent Management Integration parameter (Dessler, 2014), where *the talent pool* has not been utilized as a curriculum navigation compass. This is exacerbated by the Digital Transformation parameter (Muzanenhamo, 2023) which reveals that digitalization in the House of Representatives of the Republic of Indonesia has only touched the surface automation phase (*digitization*), but has not yet reached the level of strategic E-HRM that is able to present predictive data analytics. At its peak, all this friction confirms the postulate of Leadership (Ansell & Gash, 2008) which states that without the presence of transformational leadership figures who dare to facilitate cross-sectoral integration in a sustainable manner, *Corporate University policies* will continue to be trapped at the level of discourse without providing real performance improvement outputs.

An in-depth interpretation of the results of this study, when correlated critically with the seven main theoretical foundations, provides a comprehensive explanation of the complexity of bureaucratic anatomy within the Secretariat General of the House of Representatives of the Republic of Indonesia. Referring to the concept of the Resource Gap and the history of past conflicts (Astuti, 2020), the phenomenon of *perpetuating silo mentality* that hinders collaboration between bureaus can be interpreted not just as a managerial weakness, but as an institutional self-defense mechanism formed due to the asymmetry of budget distribution and historical authority, so that each work unit tends to build an isolation fortress to protect its operational autonomy. This condition is exacerbated by regulatory barriers, career patterns, and institutional capacity (Sidabutar, 2024), which reveals that the need to fulfill 20 Hours of Lessons (JP) becomes a paradox when it is not synchronized with the career path probability scheme or compensation system; The apparatus considers it as a bureaucratic burden that is

aimless, degrading the meaning of learning into a hunt for transactional certificates. When agencies seek to respond to the demands of technological advancement, social change, and global cooperation (Kalashnyk, 2024) through sending delegates abroad, these initiatives often fail to transform into organizational assets due to the lack of intellectual property rights (IPR) protection and knowledge localization strategies, making them limited to exclusive personal experiences. Unraveling these tangled threads absolutely requires intervention through Trust, Face-to-Face Dialogue, and Commitment to collaboration (Ansell & Gash, 2008); The success of the *S3 Morning program* proves that when cross-border dialogue is initiated in a non-hierarchical atmosphere, organic trust will grow, although the absence of institutionalization of such commitments makes it vulnerable to cycles of rotational mutations. Therefore, the efficacy of this dialogue must be immediately executed through Talent Management Integration (Dessler, 2014) by adapting the nine-box matrix practice, to ensure that education investments are truly calibrated to fill specific individual performance gaps, rather than just mass program launches. This integration is undoubtedly facilitated by E-HRM-based Digital Transformation (Muzanenhama, 2023) where learning applications no longer operate in a vacuum, but are seamlessly connected (*interoperable*) with the national ASN profile database to create an inclusive data ecosystem. All of this integration ultimately proves the validity of the theory of facilitative leadership (Ansell & Gash, 2008), where the firmness of top leadership in forcing collaboration and suppressing sectoral egos is the only catalyst capable of turning cultural resistance into synergistic energy.

Comparing the findings of this study with previous literature discourses resulted in a spectrum of assimilation and differentiation that is crucial for the development of public administration science. In line with the findings of (Fachrizi, 2016), this research confirms that the rigidity of bureaucratic structures as well as intervention and political interests (Torneo et al., 2025) consistently sabotage equal access to training for lower-level apparatus, reinforcing the hypothesis that the pathology of *silo mentality* is an endemic problem in government bureaucracy. However, in contrast to the conclusion of (Hamzah, 2023) who emphasized financial limitations as the single biggest obstacle, the dynamics in the realm of the Secretary General of the House of Representatives of the Republic of Indonesia reveal that even though technology infrastructure (1 Terabyte cloud storage) and budget support are available, ineffectiveness still occurs due to the disruption of talent database integration and the absence of a cohesive regulatory framework, proving that material abundance does not by itself guarantee organizational success without a solid policy architecture. From the perspective of solution intervention, the success of decentralized collaboration in the form of *Sharing Sessions* in this research is very linear with the findings of (Ekawati, 2025) regarding the efficacy of the *Collaborative Professional Development* (CPD) model and the study of (Adiansyah et al., 2024) related to the *WE-ARe* model; all of which demonstrate that the practitioner community-based approach (*peer-to-peer*) and the *Lesson Study* (Sonsupap, 2024b) is able to catalyze analytical power and reduce the psychological resistance of learners more exponentially than conventional pedagogical instructional methods. In addition, the recommendation to proactively involve graduate users in curriculum development is in line with the framework of (O'Donnell, 2023) who propose *co-design* methods to strengthen interprofessional collaboration, the effectiveness of which can be measured through the parameters of team analytical capabilities (Hebles, 2022) as well as the optimization of AI technology for cross-

disciplinary learning (Mena-Guacas, 2023). This comparison confirms that the unique characteristics of legislative institutions—which are full of the complexity of the support function of political trials—require a much more agility-oriented approach to competency development and adaptive literacy like the 21st century competency model (Thornhill-Miller, 2023), compared to regional executive agencies in general.

The theoretical implications born from this comprehensive synthesis offer a substantial expansion of the collaborative *governance literature*, by formulating a new conceptualization in the form of an "Integrated Knowledge Management Ecosystem Model for Legislative Institutions". The design of this theory postulates that in the era of modern bureaucratic transformation, the strengthening of individual capabilities of the apparatus can no longer be delegated exclusively to a single training entity, but rather a continuous collective responsibility; Bringing together macro policies from top leadership, operational interventions from line managers, to external strategic partnership networks in an uninterrupted ecosystem loop. Practically, the significance of this research spawned an essential operational prescription for the management of the Secretariat General of the House of Representatives of the Republic of Indonesia, which centered on the urgency of institutionalizing *the Learning Council Meeting* across deputies under the direct command of the Secretary General in order to dictate strategic priorities for competency development authoritatively. Other practical implications include the need to execute *Application Programming Interface* (API) integration between *AKILA*, *SIMATA*, and *MyASN* LMS to eliminate reporting fragmentation, as well as the formulation of derivative regulations that bind the achievement of Lesson Hours proportionally to the *nine-box talent mapping* evaluation system, which in turn will define the feasibility of disbursing performance allowances and justification for promotion in an objective, transparent, and merit-based manner.

CONCLUSION

Based on a series of in-depth analyses of policy implementation and operational dynamics at the Secretary General of the House of Representatives of the Republic of Indonesia, this study concludes that the implementation of ASN competency development collaboration is still trapped in a fragmentative, informally decentralized, and reactive pattern. The most substantial obstacles do not lie in the scarcity of technological infrastructure or budget deficits, but are rooted in the low synchronization of talent management data, the persistence of the inter-division silo mentality, the absence of cohesive derivative regulations, and the tendency of the apparatus to respond to the obligation to learn as purely administrative pragmatism. Nonetheless, self-paced communal learning initiatives, the expansion of *LMS* digital platforms, and the strategic attention of top leadership represent a highly potential modality to accelerate institutional transformation. Theoretically, this study contributes to expanding the horizon of the public sector human resource management literature by affirming that the sustainability of the *Corporate University ecosystem* can only be realized if facilitative leadership interventions and E-HRM integration function as a centripetal force that melts the boundaries of the organization's structural ego. The practical contribution of this research offers an urgent blueprint for policy restructuring, including the establishment of *an elite-scale Learning Council Meeting*, the enforcement of a system of compensation and sanctions rooted in meritocratic achievements, and the full integration of talent databases. As a projection step

forward, the study is highly recommended to adopt a *mixed-methods approach* to quantitatively measure the impact of training program efficacy through Kirkpatrick Level 3 and 4 evaluation instruments (Susanty, 2022), as well as expand the locus of empirical observation to include the landscape of apparatus in regional legislative institutions to test the universality of the proposed collaboration model.

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