

POLICY EVALUATION OF LECTURER'S CAREER DEVELOPMENT (Normative Juridical Study on Further Study of Civil Servant Lecturers in Private Universities)

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Abstract

One form of career development for lecturers is the opportunity for further study to a doctoral program with a study permit or study assignment. Regulations regarding this include a Presidential Regulation (Perpres), a Regulation of the Minister of National Education (Permendiknas) and a Circular Letter of the Minister for Administrative Reform and Bureaucratic Reform (SE Menpan RB). Because the content contains public interests in the form of the will and aspirations of lecturers to become doctors, basically all these regulations are public policies. Arrangements for further studies are very important for the certainty and clarity of lecturers in pursuing their careers as civil servants holding functional positions. With the normative juridical method, it is known that the legal basis for the policy is Presidential Decree No. 12 of 1961, Permendiknas No. 46 of 2009 and SE Menpan and RB No. 04 of 2013. Law Number 10 Prp of 1960. In fact, regulations in the form of laws regarding further studies and lecturers have been changed many times. There are several policy substances that are inconsistent, not operational/clear, ambiguous, and contradictory in the three regulations. It is necessary to replace the Presidential Regulation and make improvements to several substances in the Permendiknas and SE Menpan RB.

Keywords: *Evaluation, Policy, Lecturer, Advanced Study.*

1. INTRODUCTION

As educators and scientists, lecturers are required to continue to develop their capabilities in carrying out their duties to carry out the *Tridharma* of Higher Education. His career as an academic functional position bearer is expected to continue to improve along with the development and complexity of the demands of higher education quality. The dynamics of the problems faced by universities and high expectations from the community for quality universities, among others, must be faced with lecturer career development policies.

One of the steps to develop a lecturer's career is to provide opportunities for further studies to a doctoral program, which takes the form of study assignments and study permits. The program or policy that has been set by the government to encourage lecturers to take part in the doctoral program is very strategic, not only contributing to the individual interests of lecturers as functional position holders, but also for the progress of the institution and the future of higher education as a whole. In formal juridical terms, the government's policy for further study is stated in Presidential Regulation (Perpres) Number 12 of 1961 on Giving Study

Tasks, First Ministerial Decree (Kepmen) Number 224/MP/1961 on Implementing Regulations on Giving Study Tasks at Home and Abroad, as well as the Circular Letter of the Minister of Administrative Reform and Bureaucratic Reform (SE Menpan RB) Number 04 of 2013 concerning the Granting of Study Tasks and Study Permits for Civil Servants. At the Ministry of National Education, Regulation of the Minister of National Education (Permendiknas) Number 48 of 2009 concerning Guidelines for Giving Study Tasks for Civil Servants is enforced within the Ministry of National Education.

Because the substance of these four government regulations relates to the public interest, namely lecturers who are currently working as civil servants (PNS) at the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), especially those who serve as lecturers employed at private universities (PTS), then in basically a public policy. This is in line with what Post et al. stated that public policy is a plan of action undertaken by government officials to achieve some broad purpose affecting a substantial segment of a nation's citizens (1999:172). The public interest is the hopes, rights and opportunities of lecturers to be able to improve their educational qualifications to the doctoral program, so that their role as educators and scientists can further improve the quality of higher education.

The existence of this government regulation is very important for the certainty and clarity of lecturers in deciding to further study for their career development. Therefore, for this policy to be effective when implemented, it is necessary to regulate the substance of the policy in the government regulation which formally meets the rules of policy formation. In addition, it is substantively clear, complete, operational, not contradictory, and not ambiguous so as to facilitate its implementation.

In this context, it is necessary to evaluate the policy in the form of a study of the four substances of the regulation as an academic contribution to the improvement of government regulations regarding further studies as part of the career development of lecturers. Research on policy evaluation is very important, including as a means to improve the substance of the policy, so that when implemented it can be more effective.

This study aims to evaluate the substance contained in Perpres Number 12 of 1961, Kepmen Number 224/MP/1961, Permendiknas Number 48 of 2009, and SE Menpan RB Number 04 of 2013. All of which are related to learning assignments in the context of further studies, as well as several other relevant laws and regulations.

2. LITERATURE REVIEW

2.1 Human Resource and Lecturer Development

Conceptually, the development of managed human resources, according to Hersey and Blanchard, is the responsibility of managers, especially when relating the condition of these human resources to organizational performance. Managers need to take time to develop leadership potential, motivation, morale, climate and commitment to goals, as well as decision-making, communication and decision-making, communication and problem-solving skills of their people (1995:229). Guidance and development of lecturers according to Article 69 paragraph (1) of Law (UU) Number 12 of 2012 concerning Higher Education includes coaching and professional and career development. According to paragraph (4) the guidance and career development of lecturers includes assignments, promotions, and promotions.

As one element of higher education human resources, lecturers occupy an important and strategic role. In this regard, Taylor and Machado stated, "The higher education enterprise must shed its defense of the status quo and develop a far more adaptive, proactive and flexible approach to strategic management. It must also recognize that the growing complexity of the institution necessitates that the leadership delegate more responsibilities and empower more individuals" (2006:19). Therefore, its development becomes an important part of the activities of higher education institutions. According to Castetter, "Staff development is the process of staff improvement through approaches that emphasize self-realization, self-growth, and self-

development. Development includes those activities at improvement and growth of abilities, attitudes, skills, and knowledge of system members" (1996:233).

As part of the "primary functions of human resource management, according to Harris and Desimone, "Human resource development activities are intended to ensure that organizational members have the competencies to meet current and future job demands" (1994:7). There are three main functions of human resource development according to McLagan as quoted by Harris and DeSimone, namely, training and development, organizational development, and career development" (1994:9). In the context of excellence, De Cieri stated, "... recent research has highlighted the need to develop human resources as a source of competitive advantage (2003:2)." Renewing people as one of the dimensions of organizational transformation, according to Gouillart and Kelly, "... deals with the people side of the transformation, and with the spirit of the company. It is about investing individuals with new skills and new purposes, thus allowing the company to regenerate itself" (1995:8).

According to McDonald and Hite, "human resource development can renew its commitment to career development as one of its fundamental functions" (Egan, 2006:4). With the starting point is to recognize the competency status of the task holder, according to Barker, "this development process consists of several ways, namely delegation, training, mentoring and counseling" (2000:119-158). This opinion is also in line with Cooper et al. which states that training includes the provision of new knowledge and skills that refer to a set of knowledge and skills, as well as the abilities acquired by a person while the worker is still in charge of holding a responsibility (1998:276).

The concept of human resource development, apart from being related to the term training, is also related to the term education. Training and education, according to Walker, "are central elements in the process of developing employees. Education is provided to equip employees to expand their capacity to learn and to perform in the future. Training and education is the principal vehicle for developing skills and abilities of employees other than through job assignments" (1992:212). The main activities included in the development according to M. John Bernardin and Joyce EA Russel are "supervision/management development, career planning/development, employee coaching/assistance/skills training/non-management programs, retirement preparation programs and research-research on attitudes" (Gomes, 2001:5).

2.2 Policy Evaluation

State and government political decisions regarding the development of human resources, including lecturers, factually cannot be separated from public administration and public policy. Public policy is the dynamics of public administration, because the real manifestation of achieving state goals is real actions or programs carried out by the state for the public interest. Public administration according to Dwight Waldo is "the organization and management of man and material to achieve the purpose of government" (Rosenbloom et al, 1994:4). Improving the quality of education, especially higher education which has always been a concern of the government, relates to one of the goals/functions of the state, one of which is the development of lecturers in the form of further study opportunities.

Related to that, Ranson and Stewart mention that government in its many levels and its many forms has differing roles in society. They can be conceptualized as a sustaining role, a maintenance role, a responsive role and a developmental role (1994:117). It is within this framework that the role of public policy will give its own color and label to the public administration of a country. Therefore, it is understandable that public administration scholars refer to this public policy as one of the prime dimensions of public administration.

This policy is one of the strategic aspects or dimensions of the six strategic dimensions or the one that most determines the dynamics of public administration, namely in the form of responding correctly to the needs, interests and aspirations of the community in the form of

decision making or public policy' (Keban, 2004:9). There is not a single segment of life that is separated from the attention of the public administration. Public administration is an activist part of government. It is a means by which government seeks to intervene in aspects of the economy, society and polity (Rosenbloom et al, 2015:363). Public policies, especially those that can be implemented effectively, will have a positive impact on the government's reputation. It is in this context that it can be understood when some public administration experts define public administration as a process for implementing public policy.

With a focus on government choices, according to Dunn, public policy is a long series or more less related choices (including decisions not to act) made by governmental bodies and officials, are formulated in issue areas which range from defense, energy and health to education, welfare and crime control (1981:47). MacRae Jr. and Wilde defines it as a policy made by government. Policy is a chosen course of significantly affecting large numbers of people (1989:3). According to Gerston, public policy is 'the combination of basic decisions, commitments, and actions made by those who hold or influence government positions of authority (2010:7). In line with that, Lawrence and Weber argue that public policy is a plan of action undertaken by government officials to achieve some broad purpose of affecting a substantial segment of a nations citizens (2014:164).

It appears that the state or government is very strategic in the formation of this public policy. This is in line with Michael's view that without the existence of the state, the public policy making process, as we know it, could not operate. It is the state that provides the basis for collective decision making, the application and enforcement of those decisions, and the means for changing or altering others (2006:11). According to Gerston, there are five components of public policy, namely issues, actors, resources, institutions and levels of government. It was further stated that issues that appear on the public agenda; actors who present, interpret, and respond to those issues; resources affected by those issues; institutions that deal with issues; and the levels of government that address issues (2010:8).

Thus, public policy is a series of decisions made by state/government officials and or institutions that previously involved various parties and were followed by concrete actions in accordance with the authority they had to deal with public problems. In the context of lecturer development, one of the forms or forms of public policy is Perpres Number 12 of 1961, Kepmen Number 224/MP/1961, Permendiknas Number 48 of 2009, and SE Menpan RB Number 04 of 2013.

By using the process model to gain a complete understanding of public policy, it is clear that the policy cycle is a multidimensional process and involves many actors, both community and state/government institutions. One of the stages is policy evaluation which according to Gerston, assesses the effectiveness of a public policy in terms of its perceived intentions and results (2010:112). This stage is defined by Jones as an activity designed to judge the merits of government programs or processes. It varies in the specification of criteria, the techniques of measurement, the methods of analysis, and the forms of recommendation (1984:199).

Policy evaluation is an integral part of the public policy cycle, which plays a very important role in determining the level of achievement of organizational policy or program targets. This evaluation phase is strategic because in reality it is not certain that the final target of a public policy or program will be implemented effectively. In other words, comprehensive information on policy performance is very important for policy makers and policy implementers as a medium for policy improvement in the future. One aspect that is evaluated according to Howlett and Ramesh is the rule (1995:171).

3. RESEARCH METHODS

This study uses a normative juridical method combined with library research and policy evaluation. According to Marzuki (2015:47) it is classified as legal research, or normative legal research or library law which is carried out by examining library materials or secondary data

(Soekanto and Mamudji, 2015:13). Referring to Howlet and Ramesh, process evaluation is one of five types of administrative evaluation, namely examine the organizational methods, including rules and operating procedures, used to deliver programs (1995:171). One type of policy analysis is studies of policy content, in which analysis seek to describe and explain the genesis and development of particular policies (Hill, 1997:3-4). Research is conducted on information that is documented in the form of regulations so that it is commonly known as document analysis research or content analysis.

In accordance with the objectives of the research, all documents of legislation regarding or relating to further studies of civil servant lecturers will be studied. In addition, in the form of books, journals, and secondary data or other documents relevant to the research topic, using documentation techniques. The documents that are the center of attention for this research are Perpres Number 12 of 1961, Kepmen Number 224/MP/1961, Permendiknas Number 48 of 2009, SE Menpan RB Number 04 of 2013 and other related documents, including UU Number 20 of 2003 on the National Education System, and UU Number 14 of 2005 concerning Teachers and Lecturers.

4. RESULTS AND DISCUSSION

4.1 Policy Characteristics

From the perspective of public administration and public policy, as stated by Anderson that in its positive form based on law and is authoritative (1978:4) and Gerston that the levels of government that address issues (2020:8), the arrangements regarding this further study are contained in state/government regulations at various levels. Perpres Number 12 of 1961, Kepmen Number 224/MP/1961, Permendiknas Number 48 of 2009, and SE Menpan RB Number 04 of 2013 are the formal legalities of public policy. This is in line with what Stillman II stated that one of the identities of public administration is rooted in the law as well as concerned with carrying out laws (2010:4). In addition, because of the substance of the regulation it contains regarding the public interest, in the form of the fact that there is still a high expectation of lecturers with the status of civil servants to participate in further studies.

Perpres Number 12 of 1961 was enacted on May 16, 1961, and consists of 24 articles. The legal basis for its formation includes UU Number 10 Prp of 1960 and TAP MPRS Number II/MPRS/1961 concerning the Outlines of the First Stage of the Planned National Development Pattern 1961-1969. This TAP MPRS has been revoked based on TAP MPR Number XXXVIII/MPRS/1968, so it no longer has legal force. In addition, based on Article 23 it is stated that all existing implementing regulations that do not contradict with this Perpres are still valid before the implementation of this Perpres is enacted. This Perpres is 60 years old and the laws underlying its formation have been changed many times, including the law on education or national education, as well as the law on state employment. Even though this Perpres has always been one of the legal bases for the formation of several government regulations including Permendiknas Number 48 of 2009 and SE Menpan RB Number 04 of 2013. This Perpres should have been replaced by the development of legislation in the field of personnel and national education which has been repeated many times.

Kepmen Number 224/MP/1961 was enacted on May 16, 1961, which consists of 12 articles, as mandated by Article 21 of Perpres Number 12 of 1961. This Decree does not mention TAP MPRS Number II/MPRS/1961 and UU Number 10 Prp/1960 which was still the case. Supposedly, as implementing regulations of Perpres Number 12 of 1961, these two laws and regulations should be referred to as part of the legal basis for their formation.

Permendiknas Number 48 of 2009 was stipulated on August 12, 2009, which consists of 31 articles, stating that all regulations that are not in accordance with this Permendiknas, as referred to in Article 30. The legal basis for its formation includes UU Number 8 of 1974 concerning The main points of State Employment, UU Number 20 of 2003 concerning the National Education System, UU Number 14 of 2005 concerning Teachers and Lecturers,

Perpres Number 12 of 1961, and Kepmen Number 224/MP/1961.

SE Menpan and RB Number 04 of 2013 which was stipulated on March 21, 2013, is a replacement for SE Menpan Number SE/18/M.PAN/5/2004 concerning the Granting of Study Tasks and Study Permits for Civil Servants. This also states that the SE Menpan is no longer valid because it is no longer in accordance with the development of giving study assignments and study permits. This replacement shows the responsiveness of the Minister of Administrative and Bureaucratic Reform to the policy environment as a form of interaction between state/government officials and their environment, as stated by Robert Eyestone that public policy as the relationship of a government unit to its environment (Anderson, 1978:2).

The underlying regulations include Prespres Number 12 of 1961, but do not mention the Kepmen Number 224/MP/1961. This Decree should be listed as one of the legal bases so that it can show that this is a public policy that has strong juridical legitimacy. As a regulatory policy, the substance of study assignments and study permits in the form of circular letters is not a policy decision that has strong legal legitimacy. Therefore, it should be in the form of a Ministerial Regulation, not just a circular letter.

In recent developments, matters relating to the career development of lecturers as functional position holders are regulated in several laws. Among them are UU Number 20 of 2003 concerning the National Education System, UU Number 14 of 2005 concerning Teachers and Lecturers, and UU Number 5 of 2014 concerning State Civil Apparatus.

Based on and adopting the views of Bromley (1989:32-33), UU Number 20 of 2003 and UU Number 14 of 2005 can be said to be at the policy level. Perpres Number 12 of 1961, which was stipulated by the President, was at the organizational level. Kepmen Number 224/MP/1961, Permendiknas Number 48 of 2009 and SE Menpan RB Number 04 of 2013 are at the operational level, which is a more technical form of policy.

From the hierarchical perspective of public policy, even though it is very old, the issuance of Perpres Number 12 of 1961 is a guideline for the policy of providing learning opportunities for state apparatus which is determined by government administrators at the national level and binds all stakeholders. In addition, it is also in line with what was stated by Gerston regarding the level of government, as well as the principle of hierarchy as regulated in Article 7 paragraph (2) of UU Number 12 of 2011 concerning the Establishment of Legislation. The point is that the grading of each type of legislation is based on the principle that lower laws and regulations must not conflict with higher laws and regulations.

This is in line with what Dunn said about The Policy System, that A Policy System, or the overall institutional pattern within which policies are made, involves interrelationship among three elements: public policies, policy stakeholders, and policy environments.' (1981:47). The issuance of Perpres Number 12 of 1961, Kepmen Number 224/MP/1961, Permendiknas Number 48 of 2009, SE Menpan RB Number 04 of 2013, clearly is basically a form of public policy. This is the government's response to the policy environment in the form of increasing the needs and expectations of state employees to be able to increase their capabilities through further studies. On the other hand, the issuance of various government regulations will affect the policy environment.

In the context of an integral public policy system regarding the development of human resources and this further study, the DPR and the President as the makers of laws and presidential regulations have the position of policy makers. The position of the First Minister, Mendiknas and Menpan RB as policy implementors as well as policy makers with a more technical operational nature. The Higher Education Service Institution/LLDikti (formerly known as Kopertis) has a position as a policy implementor. Civil servants at the Ministry of Education and Culture, Research and Technology, especially those who work in private universities, are the policy targets.

The issuance of all these regulations is due to the role of further study policy stakeholders, consisting of institutions and actors, consisting of governmental actors and

nongovernmental actors. State actors, namely state / government officials, presidential institutions, legislators, government bureaucrats, civil servants and actors in the community, including observers of higher education, all have their own elements called policy stakeholders. The position of policy makers who are at the level of the legislative and executive institutions, their duties, powers and obligations are stipulated in the various laws that govern them. Between the regulation of further studies as a public policy and the stakeholders of this policy, there is a relationship of mutual influence.

4.2 Policy Substance

From a public policy perspective, the existence of arrangements regarding this purpose or objective is very appropriate and important. This is in line with what Anderson put forward that one of the concepts of public policy is purposive or goal oriented action rather than random or chance behavior is our concern (1978:3). The purpose or objectives of learning assignments are stated in the four government regulations, including those explicitly contained in Article 2 of Perpres 12 of 1961 that learning assignments are given with the aim of increasing expertise in the administration of certain government efforts. It is implicitly stated in Article 1 that learning assignments are given to study and receive education or skill training, both domestically and abroad, at the expense of the state or at the expense of a foreign government, an international agency, or a foreign private entity.

The purpose of giving this learning assignment is stated in Article 2 of the Permendiknas Number 48 of 2009, namely to meet the need for personnel who have certain skills or competencies in the context of carrying out tasks and functions as well as organizational development, as well as increasing knowledge, abilities, skills, as well as professional attitudes and personalities. Civil servants as an integral part in the career development of a civil servant. Implicitly, this goal is also stated in Number 1 SE Menpan RB Number 04 of 2013 that the granting of study assignments and study permits for civil servants is to increase the ability and professionalism of competency-based civil servants, with the development of civil servants through continuing education.

The substance regulated in Perpres Number 12 of 1961 is fully related to learning assignments, both at home and abroad, although there is no explicit explanation in Chapter I of General Provisions regarding the definition of Learning Tasks. There is also no explanation about state employees who at their own expense continue their studies to a higher level. In fact, this explanation or definition of the status of study assignments and study permits is very important to provide certainty and clarity to state employees, because they are related to various consequences, such as various allowances.

The definition of learning tasks is stated in Article 1 number 10 of the Permendiknas Number 48 of 2009 as an assignment given by an authorized official to civil servants to continue their education to a higher or equivalent level both domestically and abroad, not at their own expense, and leave the daily duties of a civil servant. The existence of a definition of learning tasks is very important to provide certainty to stakeholders, especially PNS lecturers who work in PTS.

The Kepmen Number 224/MP/1961 regulates matters relating to the task of studying at home and abroad. These include the candidate's health requirements, study allowances and the cost of books/learning tools, assistance for families, and administrative penalties. The regulation of these matters in the decree is very important, but it does not explain the definition of learning tasks, nor does it regulate state employees who continue their studies at their own expense. Even though the regulation on these matters is very important and administrative certainty for every state employee who will study further. However, this decree should also regulate the study permits granted to state employees who continue their studies at their own expense.

In accordance with the title, the substance of Permendiknas Number 48 of 2009 includes,

among other things, planning for learning task needs, organizing and funding sources, requirements, age limits, rights and obligations, learning assignment agreements, procedures, granting, extension and cancellation of study assignments, coaching, activation return, monitoring and evaluation, learning at their own expense and sanctions. This is very important because it regulates various aspects that are administratively needed by civil servants who will continue their studies with the status of learning assignments, including those who use their own costs with the status of a study permit.

The relationship with LLDikti/Kopertis, as stated in Article 28 paragraph (1) letter c that the Executive Secretary of Kopertis as the official authorized to make decisions on permits to study at their own expense for civil servants class IV/b and below. LLDikti is based on the provisions of Article 57 paragraph (1) of UU Number 12 of 2012 is a government work unit in the region that functions to help improve the quality of higher education. The existence of Kemendikbudristek PNS lecturers employed at PTS is under the coordination and guidance of LLDikti in each region.

The title of SE Menpan RB is the right thing, because it is in accordance with what is stipulated in it regarding the granting of study assignments and study permits. The substance is in accordance with the needs, because it has explicitly regulated the provisions for giving study assignments and study permit, as stated in points 3.1 and 3.2. Among them are the minimum working period, the field of knowledge to be taken, a letter of assignment from the leadership, the maximum age limit, the period of further study.

Several matters related to further studies and career development, competence and expertise of lecturers are also stated in other laws and regulations, including Article 40 paragraph (1) letter c of UU Number 20 of 2003 concerning the National Education System, that educators have the right to obtain career guidance. according to the demands of quality development. In addition, educators have an obligation to have a professional commitment to improve the quality of education as referred to in Article 40 paragraph (2) letter b.

In addition, it is contained in UU Number 14 of 2005 Article 7 paragraph (1) letter g that the teaching profession is a special field of work carried out based on the principle of having the opportunity to develop professionalism in a sustainable manner through lifelong learning. In carrying out professional duties, as stated in Article 51 paragraph (1) letter d, lecturers have the right to have the opportunity to improve competence, access learning resources, information, learning facilities and infrastructure, as well as research and community service. In relation to learning assignments, there is relevance to the provisions of Article 69 paragraph (4) that the coaching and career development of lecturers includes assignments, promotions and promotions. With regard to government obligations, it is stated in Article 71 paragraph (1) that it is obliged to foster and develop academic qualifications and lecturer competencies in higher education units organized by the government and/or the community.

There are provisions that are incomplete, namely the title of Permendiknas Number 48 of 2009, because it is only about learning assignments. Even though its substance, among others, regulates study permits for civil servants who continue their studies at their own expense and do not leave their duties, as stated in Article 26 to 28. The title of this Permendiknas should be about Giving Study Tasks and Study Permits for Civil Servants in the Ministry of National Education.

In Article 1 of the Permendiknas Number 48 of 2009 there is no definition/limitation of a study permit as a form of permit granted by an authorized official to an employee who is pursuing further studies at his own expense and does not leave his duties as a civil servant. Whereas in Articles 26 to 28 there are arrangements for PNS lecturers who will continue their studies at their own expense and do not leave assignments. This arrangement includes requirements that must be met, procedures for granting permits, as well as officials authorized to determine permits to study at their own expense. In order not to give rise to various interpretations, Article 1 mentions the definition of a study permit. However, implicitly

regarding this study permit is contained in Article 27 letter b and Article 28.

In Figure 3.3.1.e SE Menpan RB Number 04 of 2013, it is stated that the maximum age limit for civil servants who will continue their studies to a doctoral / doctoral program with study assignment status is 40 years. The maximum age limit should not be 40 years, but more than that, for example 45 years or 50 years, to provide opportunities for PNS lecturers who for certain logical reasons cannot participate in further studies at the maximum age of 40 years.

There are several provisions that have multiple interpretations, including the provisions of Number 3.1.d SE Menpan RB Number 04 of 2013 that the field of science to be pursued is in accordance with the knowledge or expertise required in positions in the organization and in accordance with workload analysis and HR planning of each agency. The term "appropriate" in this sentence is often interpreted in various ways by education stakeholders, including civil servants, university leaders at various levels, and lecturers.

CONCLUSION

The career development of lecturers, including civil servants of the Ministry of Education, Culture, Research and Technology employed at PTS, in the form of further studies to the doctoral program is a very strategic thing in the context of developing human resources. There are various state/government policies in various laws and regulations to continue studies with the status of study assignments and study permits. Several government regulations regarding further studies must be adapted to the development of the situation, including the law on higher education, lecturers and state staff. Because some of these regulations are incomplete, unclear and have multiple interpretations.

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