



IMPACT OF PUBLIC SERVICE AGENCY STATUS ON MANAGEMENT AND IMPROVEMENT OF HIGHER EDUCATION SERVICES: CASE STUDY AT BANDUNG STATE POLYTECHNIC

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Abstract:

Public Service Agency (BLU) status provides financial management flexibility for state universities in Indonesia, including the Bandung State Polytechnic (Polban), to improve the efficiency and quality of educational services. This research aims to analyze the impact of BLU implementation on asset optimization, income diversification, and improving academic and non-academic services in Polban. This research uses a case study-based qualitative method, data was collected through in-depth interviews, observation and document analysis. The research results show that the implementation of BLU in Polban increases financial autonomy and enables more productive asset management, despite facing challenges in operational efficiency and asset management. In conclusion, the implementation of BLU in Polban has succeeded in improving service performance and financial independence, but requires regulatory support and strategic management to overcome existing obstacles.

Keywords: *Public Service Agency; Strategic Planning; Higher education; Financial Management; Income Diversification; Financial Independence.*

INTRODUCTION

Higher education is an important pillar in the development of human resources and the economy of a country (Sanga & Wangdra, 2023; Siregar & Hasibuan, 2024; Thirtabrata et al., 2022). In Indonesia, the higher education system has undergone many reforms, one of which is the introduction of Public Service Agency (BLU) status for several state universities (PTN). BLU universities are given more autonomy in terms of financial and non-financial management to improve the efficiency and quality of educational services. However, in its implementation, BLU universities still face various challenges related to strategic planning, finance and human resources (HR).

This research aims to develop an effective higher education planning model for BLU Bandung State Polytechnic University by identifying the factors that influence its implementation. This model is expected to help BLU colleges, Bandung State Polytechnic University optimize resources and improve the quality of academic services.

BLU status in higher education is designed to create higher autonomy in terms of financial management and asset management. With this status, institutions are given the ability to optimize budgets, reduce dependence on the State Revenue and Expenditure

Budget (APBN), and respond to operational needs more flexibly. One of the main benefits is that BLU universities can create additional income through partnerships with the private sector, research collaboration, provision of public services, and utilization of physical assets owned by the institution.

Research shows that BLU universities that are effective in managing their independent budgets can improve the quality of academic and non-academic services and reduce dependence on government funding. This is important to maintain financial sustainability and enable universities to focus on developing academic programs that are relevant to the needs of the labor market (Novianti & Suhandha, 2023).

BLU allows universities to utilize budgets more optimally and efficiently, both for academic and non-academic activities. In a regular financial system, institutions must adhere to strict and rigid financial procedures. However, with BLU status, universities can manage surplus funds without having to return them to the state treasury, allowing these funds to be used for priority programs, such as improving educational facilities and innovative research activities (Kementerian Keuangan Republik & Indonesia, 2023).

The implementation of BLU at the University of Indonesia and the Bandung Institute of Technology shows that this flexibility can create opportunities to launch industrial partnership programs that contribute to institutional income while providing greater access for students to practice in the industrial world (Sudrajat, 2021; Tresna et al., 2023). With this model, universities can allocate resources strategically to achieve performance targets and increase institutional competitiveness at the international level.

BLU universities have the ability to use physical assets as an additional source of income. Buildings, sports facilities, parking lots and other assets can be managed for income-generating commercial activities. For example, these assets can be rented out for various activities such as conferences, exhibitions and training. Income from the use of these assets not only helps reduce institutional operational costs, but also contributes to the financial sustainability of BLU universities (Liona Efrina S et al., 2019).

A case study at the Bandung State Polytechnic shows that universities that have BLU status are able to use these assets to provide scholarships for outstanding students, support social activities, and improve the quality of services to the community (Pinasthika et al., 2023). Wise management of these assets can be the foundation for creating a quality learning environment and supporting students' academic and non-academic development.

BLU status gives universities the ability to establish partnerships with the private sector, industry and local government. This collaboration not only creates additional funding opportunities but also enriches the curriculum and increases the competitiveness of graduates. Many BLU universities have built internship programs and research collaborations with industry that are relevant to their education curriculum, so that graduates have skills that are more in line with industry needs (Salam, 2023).

In addition, support from local governments often takes the form of grants for scholarship programs or community empowerment activities, which have a positive impact on students and local residents. This broad cooperation pattern helps universities not only play a role in education but also in the socio-economic contribution of society. Even though BLU provides flexibility, universities are still faced with a number of challenges. Several BLU universities in Indonesia still depend on APBN funds and face difficulties in diversifying sources of income. In addition, inefficient asset management and limited managerial capacity can hinder the optimization of non-APBN revenues (Novianti & Suhandha, 2023).

Some of the solutions proposed to overcome this challenge include increasing human resource capacity through training in the field of financial management, applying digital technology for transparency in asset management, and building collaborative networks with more institutions at the local and international level. With the support of more flexible regulations, BLU universities can be more responsive to changing market needs and adapt more quickly in a dynamic environment.

In order for BLU universities to achieve optimal financial independence, conducive regulatory and policy support from the government is needed. This policy includes asset management guidelines, collaboration guidelines with third parties, as well as regulations that allow universities to maintain budget surpluses as reserve funds or for investment in new programs. Support from the Ministry of Education and the Ministry of Finance is very important to provide flexibility for BLU universities to maximize their financial and operational potential (Kemendikbudristek, 2023). With supportive regulations, BLU can become a more stable and flexible financial model to support autonomy and innovation in higher education. The hope is that BLU universities will be better able to create superior programs that support sustainable academic, social and economic development in the future.

RESEARCH METHODS

This research uses qualitative methods with a case study approach at BLU universities in Polban (Bandung State Polytechnic). Data was collected through in-depth interviews, observation and document analysis. Interviews were conducted with management, financial staff and academics to gain a comprehensive view of strategic planning and financial management at BLU universities. This research uses semi-structured interviews with parties involved in BLU management in Polban, including members of the BLU Business Development Center and the finance team.

RESULTS AND DISCUSSION

Table 1. Interview Results

No	Question	Answer	Ket.
1	What is meant by Public Service Agency (BLU) status in higher education institutions, and what are the advantages compared to regular status?	Initially the Polban Financial Pattern (PK) was Satker and then changed to BLU. Because it has changed to PK BLU, Polban is required to provide more services to the community, the priority is improving services to the community. The advantage or benefit of PK BLU is flexibility in budget management. In the Satker Financial Pattern, when there is a budget surplus it must be returned to the ministry, while BLU goes to Polban if there is an excess, which is then managed by BLU again. The rest is the same, bound by the rules. When Polban changes to BLU, there must be an increase in community services. For Polban, community services take the form of utilizing assets, namely renting the Pendopo building for the community and providing daycare which is currently still under construction. The BLU Polban Business Development Center (PPB) is tasked with how Polban utilizes physical assets in Polban, not to make a profit, but to serve the community. BLU funds are also realized through scholarships for outstanding students. We as DPPP BLU are tasked with developing concepts and ideas, as well as implementing them. Meanwhile, BLU's financial policies are managed directly by the Polban finance department.	Results of the 1st interview with resource person Mrs. Husna as the BLU Business Development Center (PPB BLU) Bandung State Polytechnic which was held on Tuesday, October 15 2024.
2	What are the main challenges faced by universities or colleges with BLU status in implementing long-term funding plans?	The challenge is managing the assets owned by Polban, such as building assets, land, and so on which still require development and of course can produce benefits or profits for Polban.	

3	What is meant by Public Service Agency (BLU) status in higher education institutions, and what are the advantages compared to regular status?	The main objective of the BLU Financial Pattern (PK) is financial flexibility. When it was still a working unit, before it changed to BLU, all revenues and expenditures had to be in accordance with state regulations and if there were excess funds, the funds had to be returned to the state.	Results of the 2nd interview with resource person Mr. Is Wahyudi as Chair of the
4	How does BLU affect the financial autonomy of higher education institutions in budget planning in Polban?	The implementation of BLU refers to PPP (Government and Business Entity Cooperation). The BLU Business Development Center (PPB) which is already running, such as managing the assets of the pavilion building which is rented to the public for exhibitions and weddings; ATM machine rental assets; collaboration with experts for Competency Tests; Student tuition fees; New Student Admissions (PPDB); and so forth. BLU funding in Polban is obtained from the Ministry of Finance (Ministry of Finance). The implementation of the BLU Financial Pattern in Polban has only been running for 2 years so it is still crawling and still requires a lot of learning and development	Polban Finance Working Team which was held on Tuesday, October 15 2024.
5	How does BLU higher education strategic planning support improving the quality of academic and non-academic services?	The annual Business Budget Plan (RBA) must support students' strategic plans, support a more advanced student learning process. For non-academic services, for example, such as exhibitions, competency tests, competitions, providing land for extracurricular activities, services to students during Covid such as administering vaccines in Polban, etc.	
6	How does the BLU planning model enable more flexible resource management, especially in the context of teaching and staff recruitment?	Before BLU there were already ASN and part-time teachers and teaching staff. BLU directs PNS and P3K employees. For employees other than PNS and P3K, in the future they will use third party partners, namely outsourcing management. Participant students and teachers are paid a month's contract, not adjusted according to hours or credits. Polban uses a third party to be more objective and more supervised. So that Polban has more freedom to reprimand third parties if there are obstacles or problems, without being constrained by closeness or kinship when carrying out reprimands.	
7	What are the main challenges faced by universities or colleges with BLU status in implementing long-term funding plans?	The challenge in terms of Polban's income is not yet optimal, while operations are large. So Polban must optimize the receipt of funds and streamline expenditure. An example of budget efficiency is by opening new classes and using retired lecturers as part-time lecturers.	
8	How does the funding mechanism from BLU contribute to the sustainability of research and community service programs in higher education?	Polban funding comes from the ministry/government and from internal Polban. BLU funds are prioritized for Polban operations. Research programs receive a lot of funding from ministries for research, especially at the national strategic level, there are many opportunities and opportunities for funding.	
9	What is BLU's role in facilitating	BLU's role in facilitating collaboration with external parties is very large, both with the	

	collaboration with external parties, such as industry or local government, in supporting the development of higher education?	Regional Government regarding regional children's scholarships, national programs, providing welfare to employees, etc. What is clear is that with the existence of BLU, the quality of education services in Polban has increased. Examples of indicators of quality improvement include improvements in student services, students complying with CPL, and graduates being able to be absorbed into the workforce.
10	How are key performance indicators (KPI) measured in BLU's higher education planning, and how do they relate to higher education performance evaluation?	KPI has a work contract from the ministry with Polban. We are implementers who must uphold the performance assigned by the state. Evaluation includes annual performance reports for examples of BIOS applications, Polban assessments in service, etc. evaluated by the government, both the Ministry of Finance (Ministry of Finance) and the Ministry of Education and Culture (Ministry of Education and Culture).
11	How does the BLU higher education financial management system ensure accountability and transparency in managing funds?	Implementation of the Polban financial management system such as providing rates according to provisions, implementation of rates within thresholds, financial reports audited by the BPK (Financial Supervisory Agency) quarterly, semesterly, annually, such as using the SAKTI application and other applications from the Ministry of Finance, each of which has an application management with different uses.
12	What innovations in the BLU higher education planning model have been adopted by universities in Indonesia and how do they impact international competitiveness?	
13	What are the solutions to BLU's challenges?	The solution to these various challenges is that we as implementers must follow technological developments, improve the abilities of our employees through training, coaching, and so on. Polban needs to improve quality from various sides.
14	Will it remain PTN-BH or BLU in the future?	BLU is still very limited, while PTNBH will be more flexible so that in the long term, hopefully Polban can become PTNBH. Currently PTNBH is usually at university level, while there is still no vocational class. BLU in Polban has only been running for 2 years, so if Polban changes to become more advanced, who knows, Polban could become PTNBH. The effectiveness of BLU in Polban still requires improvement and needs to explore deeper potential. The percentage of BLU in Polban is 60% from the government and 40% from internal Polban.

This research found several positive impacts and challenges from implementing Public Service Agency (BLU) status in Polban. The following are the main findings: 1)

Financial Management Flexibility: BLU status provides flexibility for Polban in budget management. If there are excess funds, the institution can reallocate them for operational needs, unlike Satker status which requires the excess budget to be returned to the government. 2). Utilization of Assets for Public Services: Polban can utilize physical assets such as buildings and other facilities to support community activities, including renting buildings and providing daycare, which is part of the public service strategy. The BLU Polban Business Development Center is tasked with managing these assets, which not only generate income but also support external activities that benefit the wider community. 3). Increasing Non-academic Services: BLU status also allows Polban to expand non-academic services, including providing vaccination facilities during the COVID-19 pandemic and organizing extracurricular activities. This program is funded by the BLU budget and aims to support student welfare and support additional competencies for them. 4). Collaboration with External Parties: Polban has formed collaborations with external parties, such as regional governments for regional scholarship programs, and other institutions to support the implementation of competency tests. This expands Polban's opportunities to contribute to improving the quality of the workforce in the region through relevant education and training services. 5). Resource Management Challenges: The main challenge in implementing BLU in Polban is ensuring optimal operational efficiency, especially in asset management and workforce recruitment. To increase efficiency, Polban is considering outsourcing some non-PNS positions, as well as using retired lecturers as part-time staff.

Understanding and Concept of BLU in Higher Education

The Public Service Agency (BLU) is a work unit or work unit within the government that is given flexibility in financial and operational management, so that it can improve the quality of services to the community without having to follow rigid state financial mechanisms (Lulu Aulia & Nur Fadhilah Ahmad Hasibuan, 2023; Novianti & Suhanda, 2023). In higher education institutions, the application of the BLU model provides greater autonomy in managing institutional finances and assets, allowing them to seek additional income outside the State Revenue and Expenditure Budget (APBN). In the context of higher education, BLU is expected to act as a financially independent institution while maintaining academic quality and increasing international competitiveness. BLU operates based on the regulations stated in Government Regulation (PP) no. 23 of 2005 concerning Financial Management of Public Service Agencies, which provides guidelines for flexible financial management, including the receipt of non-APBN funds such as from collaboration with industry and external research.

Strategic Planning Theory in Polban Higher Education

Strategic planning in the context of higher education refers to the systematic process of establishing an institution's long-term goals and the operational steps to achieve them. According to Priatin and Humairoh, strategic planning involves identifying missions, analyzing internal and external environments, setting goals, and implementing policies and strategies that support organizational goals (Priatin & Humairoh, 2023). In the BLU context, strategic planning must include income diversification strategies, human resource management, and increasing academic competitiveness. The Strategic Plan (RENSTRA) is an important document for BLU universities, which reflects the institution's vision, mission and long-term targets. In BLU's strategic planning, universities must integrate academic and financial aspects to achieve the desired independence. This planning model must also be responsive to changes in government regulations and other external dynamics, such as changing labor market needs and global trends in education.

Implementation of BLU at Polban Higher Education

The implementation of the BLU model in state universities has shown variations in the level of success. Previous research shows that universities with strong financial management tend to be more successful in taking advantage of the flexibility afforded by BLU status. According to Alifa, the success of BLU universities is very dependent on the

effectiveness of management in managing resources and income obtained from various sources (Alifa, 2023). Several studies have also found that universities that have adopted BLU show an increase in study program innovation and external collaboration with industry. However, there are still obstacles in terms of lack of managerial capacity, especially in responding to regulatory challenges and managing non-APBN funding. Yusuf's study shows that BLU universities that do not have a strong management structure experience difficulties in maximizing alternative income potential, such as from research or industrial collaboration (Slamet et al., 2022).

Challenges and Constraints in Planning BLU Polban

Although BLU status provides universities with flexibility in financial management, there are a number of challenges that affect the effectiveness of implementation. The main challenges are dependence on APBN funds, lack of ability to diversify revenues, and limitations in management capacity (Annisa Paramita & Dwi Purwanti, 2023; Fadila et al., 2024; Persada et al., 2024). Research by Diana dan Hakim shows that BLU universities face obstacles in increasing non-APBN income due to limited collaboration networks with industry and weak innovation in developing study programs that suit market needs (Diana & Hakim, 2021). Selain itu, regulasi yang masih relatif kaku terkait pengelolaan keuangan BLU juga menghambat fleksibilitas perguruan tinggi dalam merespons dinamika eksternal. Kebijakan pemerintah yang sering berubah, terutama terkait anggaran pendidikan dan pengelolaan BLU, menjadi tantangan bagi perguruan tinggi dalam menyusun rencana jangka panjang yang stabil.

BLU Polban Higher Education Planning

Various studies suggest that the strategic planning model for BLU universities must be integrative and flexible. This model must be able to combine financial, academic and human resource (HR) management aspects. In general, this model consists of several key components, namely: Internal and External Environmental Analysis: Universities must be able to conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to understand internal strengths and external challenges (Indrasari, 2023; Paraggua et al., 2022; Romlah et al., 2024; Wulandari et al., 2019). Diversification of Income Sources: BLU universities must take advantage of funding opportunities from various sources, including collaboration with industry, research and consulting services. HR Management: HR is the main asset in higher education. A good planning model must pay attention to the development of human resource competencies, both at the academic and administrative staff levels. Regulatory Adaptation: BLU universities must be able to adapt to changes in government regulations and design strategies that are responsive to policy changes. Monitoring and Evaluation: Implementation of the planning model must be accompanied by a structured monitoring and evaluation system to measure goal achievement and identify areas that need improvement (Badrudin et al., 2024; Idrus, 2019; Nasih et al., 2022).

BLU Polban Higher Education Case Study

Several universities in Indonesia have demonstrated success in implementing the BLU model. For example, the University of Indonesia (UI) and the Bandung Institute of Technology (ITB), Polban succeeded in increasing income from the research sector and collaboration with industry thanks to the implementation of solid strategic planning (Moh Ronal Tuu et al., 2023; Zen & Murtanto, 2023). A study by Hadi (2021) shows that Polban succeeded in increasing non-APBN revenues by up to 30% through business incubation programs and research collaboration with technology companies. However, there are still universities that face challenges in implementing the BLU model. Universities that do not have competent management in the financial sector often face problems in maximizing the flexibility provided by BLU status, so they still depend on APBN funds for the majority of their operations.

Polban Policy Implications and Recommendations

on existing literature, implementing the BLU model requires more flexible regulatory support from the government to enable universities to optimize the potential autonomy they have. There is a need to increase financial management capacity and human resource development at BLU universities to increase institutional

independence. Apart from that, it is important for universities to increase collaboration with the industrial sector and international institutions to strengthen non-APBN sources of income. Development of industry-based curriculum and applicable research is also an important strategy to increase the academic relevance and global competitiveness of BLU higher education institutions.

An effective BLU higher education planning model requires integration between academic planning and financial management (Liona Efrina S et al., 2019; Rambe et al., 2023). Bandung State Polytechnic BLU universities must be able to adapt to changes in regulations and market demands, while ensuring that the budget is allocated efficiently to support the development of academic quality (Moh Ronal Tuu et al., 2023). Apart from that, good financial management will help universities increase non-APBN income through various forms of external cooperation.

CONCLUSION

The implementation of Public Service Agency (BLU) status at the Bandung State Polytechnic (Polban) provides significant benefits in budget management and improving services, both academic and non-academic. BLU status allows Polban to have greater flexibility in managing finances and optimizing assets, so that it can improve public services through the use of buildings and other facilities. In addition, Polban has succeeded in building cooperation with various external parties, such as local government and industry, which strengthens non-APBN funding sources and opens up wider opportunities for academic development and increasing the competitiveness of graduates in the job market.

However, BLU status also creates a number of challenges, such as dependence on APBN funds, limited managerial capacity, and still rigid regulations which often limit the ability of universities to respond to change. In order to maximize BLU's potential, Polban needs to continue to improve managerial capabilities in terms of income diversification, increasing human resource competency, and strengthening collaboration with the industrial sector. This conclusion emphasizes the need for more flexible regulatory support from the government so that universities with BLU status can achieve sustainable financial independence and be able to provide optimal contributions to society.

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