

Higher Education of Government Science in Indonesia

Sapto Setyo Nugroho

Universitas Terbuka, Tangerang Selatan, Indonesia

Corresponding Author: saptosn@ecampus.ut.ac.id

ABSTRACT

This paper aims to review the object of study and learning design of Government Science in Indonesia through an examination of the vision, distinctiveness, graduate profile, and curriculum of higher education institutions, as well as through study programs, as outlined by academic and educational authorities. This study examines the discourse on the development of Government Science in Indonesia, which has been widely discussed by epistemic communities, including study program associations and learner discussion forums. The method used is a desk study of curriculum documents, focusing on 13 undergraduate (S1) Government Science Study Programs that are ranked "Unggul" (Excellent) or accredited "A". The analysis areas cover the vision, distinctiveness, graduate profile, and curriculum of the study programs. The results of the review indicate that higher education institutions have formally incorporated the discourse on the development of government science; however, the curriculum review reveals a strong tendency to use the nomenclature "politics and government" in addition to the term "governance". Higher education institutions, as dual authorities, risk scientific bureaucratization and becoming trapped in ontologism. Therefore, substantial transformation is needed so that Government Science is treated as a scientific enterprise, not just an educational commodity. Higher education institutions must also escape the trap of ontologism by strengthening axiology and epistemology, with the goal of building a critical, reflective, and people-centered scientific framework.

Keywords: Government Science; Higher Education; Scientific Enterprise.

ABSTRAK

Tulisan ini bertujuan meninjau kembali objek kajian dan desain pembelajaran Ilmu Pemerintahan di Indonesia melalui telaah terhadap visi, kekhasan, profil lulusan, dan kurikulum perguruan tinggi sebagai otoritas keilmuan dan pendidikan melalui program studi. Kajian ini mendiskusikan wacana pengembangan Ilmu Pemerintahan di Indonesia, yang telah banyak dibahas oleh komunitas epistemik seperti asosiasi program studi dan forum diskusi pembelajar Ilmu Pemerintahan. Metode yang digunakan adalah dengan menganalisis desain kurikulum berbasis dokumen yang difokuskan pada 13 Program Studi Ilmu Pemerintahan jenjang S1 yang berperingkat Unggul atau terakreditasi A. Area analisis mencakup visi, kekhasan, profil lulusan, serta kurikulum pada program studi. Hasil telaah menunjukkan bahwa perguruan tinggi telah menginstrumentasikan wacana pengembangan Ilmu Pemerintahan ke dalam struktur formal, namun tinjauan kurikulum memperlihatkan kecenderungan kuat menggunakan nomenklatur "politik dan pemerintahan" di samping istilah tata kelola. Perguruan tinggi sebagai otoritas ganda berisiko mengalami birokratisasi ilmu dan terjebak pada ontologisme. Oleh karena itu, transformasi substansial diperlukan agar Ilmu Pemerintahan diperlakukan sebagai scientific enterprise, bukan hanya komoditi pendidikan. Perguruan tinggi juga harus keluar dari jebakan ontologisme dengan memperkuat aksiologi serta epistemologi, dengan tujuan membangun kerangka keilmuan yang kritis, reflektif, dan berpihak pada rakyat.

Kata kunci: Ilmu Pemerintahan; Pendidikan Tinggi; Pengembangan Ilmu.

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INTRODUCTION

This paper reviews the object of study and learning design of Government Science in Indonesia, through an examination of the vision, distinctiveness, graduate profile, and curriculum of Higher Education Institutions (HEIs) that organize Government Science Study Programs. The purpose of this paper is to discuss the discourse on the development of Government Science in Indonesia in HEI as both an academic authority and an administrative authority. Government Science as a science, the independence of Government Science, the existence and direction of development of Government Science, along with its research tools and learning methods have been discussed in workshops and documents within the Association of Government Science Study Programs in Indonesia, now named the Unity of Government Science Study Programs in Indonesia (Kesatuan Program Studi Ilmu Pemerintahan Indonesia - KAPSIPI), as well as in discussions and publications by the Indonesian Government Science Society (Masyarakat Ilmu Pemerintahan Indonesia - MIPI). The issues that are still continually discussed within this epistemic community of Government Science concern Government Science as a discipline, especially its connection to related sciences such as political science, public administration, and law, both in terms of scope, methodology, and philosophy of science. Another matter that has not yet been agreed upon is the institutionalization of the development of Government Science in Indonesia, including its organizational structure, consensus on learning outcomes, and curriculum mapping (Suwaryo et al., 2015, 2020).

Discussions related to Government Science usually concern the ontology of Government Science. For example, MIPI states that Government Science is the management of state power, or KAPSIPI tentatively agrees on the idea that Government Science is the relationship between the governing and the governed with various variants. Or Universitas Gadjah Mada (UGM) which focuses its scope or highlight on the relationship between the state, the people, and the intermediary, along with each HEIs own version. This diversity even raises the question of whether the Government Science being imagined is a uniquely Indonesian Government Science. In Indonesia, the existing literature mentions that Government Science cannot be separated from the history of the birth of the Department of Politics and Government at UGM. The Academy of Political Science (AIP) was established in 1947 during the crisis in the midst of the revolution war for independence, which moved the capital to Yogyakarta in 1946. AIP was established to meet the needs of bureaucratic personnel in the Ministry of Home Affairs, the Ministry of Foreign Affairs, and the Ministry of Information. AIP had three departments: Government,

Foreign Relations, and Publicity. AIP was later integrated into UGM, established in 1949, where its departments were incorporated into the Faculty of Law, Social, and Political Sciences (Kresna, 2023).

In the development of Government Science in Indonesia, one of which is through Higher Education, the organization of Government Science Study Programs by HEI can function as an academic institution and/or an educational institution (Farrow & Moe, 2019). As an academic institution, HEI can institutionalize the development of Government Science. However, as an educational institution, HEI is currently oriented towards printing degree holders of associate expert, bachelor, master, and doctor of Government Science. These dual roles or functions of authority can lead to the phenomenon of scientific bureaucratization. In the philosophy of science, the robustness/validity of science is marked by the interconnection of three dimensions of science: ontology, epistemology, and axiology. In many cases, lecturers in HEI, in their role as teachers rather than scientists, only focus on ontologism which sometimes leads to the object of study being trapped in a certain theory. Science is not just a matter of ontology; besides that, epistemological matters such as methodology are often already ontologized. The urgency in Government Science actually lies in reflection around axiology or the contemplation and criticism of the behavior, actions, and wisdom of the learning community, so that Government Science does not remain stagnant.

The agenda for the future discourse on the development of Government Science in Indonesia needs to select collective agendas, one of which is breaking free from the trap of ontologism. This can be done partially by reviewing the learning design of the object of study. Government Science needs to be treated not just as an educational commodity, but as a scientific enterprise (Larsen, 2011). If treated as such, the development of Government Science will not only discuss branding ontology or fields of study, setting graduate competencies, and aggregating and articulating interests with regulators and stakeholders, but also reaffirming the existence of a body of knowledge that must always be developed and applied. If not treated as such, the relevance or extinction of Government Science is projected to be only a matter of time.

The synthesis of this problem is the need to present a transformation of HEI which must also function as an institution for scientific development through the actualization of education and research at the Study Program level. Study Programs need to take axiology seriously, which is distinguishing between the path of the scientist or theory development and the path of the practitioner or problem solving. The capacity for structured thinking

and methodology also needs to be strengthened by organizing clusters of methodological courses, applying them in daily activities or those fundamental to the science so that the study of the philosophy of science can also be appropriate, and endeavoring to develop government science, for example by borrowing methodologies from other disciplines to develop theories and practical skills in the field of government (Santoso, 2016). In facing the dynamics and challenges of society, industry, and the global economy, while not abandoning scientific development, especially minimally in terms of ontologism, Study Programs also need to develop the distinctiveness of government science with a characteristic way of thinking or theorizing and from the theories produced. All of this must certainly pay attention to the learning design, so the graduate profile, vision, and others need to be considered. Meaning, the substance of the path continues, and the instrumentation also continues.

Based on the description above, the research questions of this paper are: how do the vision and distinctiveness of the "Unggul" (Excellent) accredited Government Science Study Program reflect the direction of scientific development? Furthermore, to what extent does the graduate profile reflect the balance between the roles of academics (theory development) and practitioners (problem-solving)? Finally, how do the curriculum structure and course nomenclature represent the tension between the focus on 'governance' and 'politics'?

THEORETICAL

Studies on the analysis of the phenomenon of government science development have been widely conducted. This paper uses a desk study approach as part of a meta-analysis perspective on scientific development, similar to the study of politics within political science in Indonesia by Political Science Scholar Widya Priyahita Pudjibudojo (Pudjibudojo, 2012, 2013). Using the framework of the relationship between the state and the people, the development of political science in Indonesia is analyzed as a result of the interaction and tension between the state and the people. This framework attempts to show how the state shapes, limits, or directs the discipline of political science, examines the role of societal actors, including academics, in responding to or negotiating their intellectual space, and understands the dynamic changes in political science from the Old Order, New Order, up to the Reform era, through the lens of power relations between state institutions and social forces. The difference between this paper and the study of politics within political science in Indonesia is the area of analysis, where this paper limits the focus to

HEI through the Study Program as the academic and educational authority of government science in Indonesia, and the reference for the study comes from epistemic communities such as KAPSIPI, MIPI, and experts as representations of societal actors and also intermediary actors.

As supporting discussion material, the study of the scientific phenomenon of government science was diligently conducted by Doctor of Philosophy Fransiscus Van Ylst. Through his Thesis and Dissertation on the nature and epistemology of government science, Government Science is dissected through the ambiguity of its object and position (Ylst, 2008). Referring to Karl Popper's theory of knowledge growth, the debate about the existence of Government Science actually becomes an opportunity to strengthen its scientific foundation. The basic assumption proposed is that Government Science will be clearly different from other sciences if its material and formal objects are differentiated, and Government Science will develop if it follows the method of problem-solving. In essence, it is the same as other sciences, differing only in the formal object, and having structure and procedure. In terms of basic thinking, methodology, scope, and boundaries as a discipline, government science is examined using theories in the demarcation of science, ranging from the verification view a la the Vienna Circle, Popper's falsification concept, Thomas Kuhn's scientific paradigm, up to Jürgen Habermas' theory of communicative action. From this critical review, Government Science is positioned as a discipline that does not only rely on scientific theory testing, but also pays attention to paradigms, social context, and communication between subjects, with the goal of building society.

In terms of existence, Government Science can also be said to exist as a body of knowledge because it has clear material and formal objects, and can be systematically analyzed (Ylst, 2017). The material object of Government Science is government itself, which covers executive, legislative, and judiciary functions. Meanwhile, the formal object or main viewpoint of Government Science is focused on the executive function. With the systematization of science approach, ontologically, government as reality can be observed (empirical) and understood (rational). Epistemologically, the way to obtain knowledge about government emphasizes interpretation, theory, and scientific method. Axiologically, the goal of government science is to produce values, such as good government, desired government, and preferred government. The existence of Government Science is strengthened by the practical need to understand and improve governance. This existence is also aligned with the discourse on the development of Government Science in Indonesia through HEI or the Study Program.

Several papers on Government Science in Indonesia are also specifically reviewed, but they remain within the same discussion or are not directed towards development. For example, papers on the Essence of Government Science which only dwell on fundamental debates related to its definition, object, and history of appearance (Karniawati, 2017). Antitheses related to government science being multidisciplinary and unable to stand alone, and syntheses that government science can indeed still be categorized as scientific knowledge because it has methodology, philosophical foundation, and practical benefits for the lives of the people and the state. Several studies that later discuss the development of government science reappear in papers in the *Governabilitas Journal*, for example, a paper by the thinker Sutoro Eko Yunanto which is relevant to the discourse on the development of Government Science because it presents a fundamental self-critique of the identity, ontology, and epistemology that have been fragile, premature, and heavily influenced by colonialism, developmentalism, and neoliberalism (Yunanto, 2020; Yunanto & Tjahjoko, 2020).

Government Science, which is unique to Indonesia or not known in other parts of the world, was born because of practical-axiological needs or to print civil servants/bureaucrats (*pamong praja*), not because of strong ontological-epistemological foundations. As a science that is still continually debated as an independent discipline, a branch of political science, or merely a field of study, government science ultimately fails to present government as a subject/perspective. Criticism of this development shows that Government Science was too long tied to the bureaucratic and apolitical *bestuurskunde* tradition, then shifted to managerialism and good governance paradigms which are technocratic, thus detached from the essence of people's government in accordance with the constitutional mandate. Therefore, the direction of future development needs to detach itself from colonial and bureaucratic heritage, reaffirm its position as a discipline or study of government, and build a new epistemological framework that places government as a viewpoint in understanding politics, law, administration, and social phenomena comprehensively. With such an approach, government science does not merely produce bureaucrats or technocrats, but becomes a science that is critical, reflective, and people-centered (Firdaus, 2020). The study in this paper is an effort to help photograph and criticize this phenomenon. The difference between this paper and previous writings is the focus not only on the science, but also on education as a concrete means to administer the discourse on the development of government science.

RESEARCH METHODS

The research method employed in this paper is a desk study approach as part of a meta-analysis perspective on scientific development. This approach is used to review the object of study and the learning design of Government Science in Indonesia. The desk study conducted in this paper is similar to the study of politics within political science in Indonesia, which utilizes the framework of the relationship between the state and the people (Pudjibudojo, 2012, 2013). Although utilizing a meta-analysis perspective, the focus of this paper is limited to HEIs through Study Programs, as the academic and educational authorities.

The primary data for this study are derived from official documents issued by the selected study programs, including curriculum handbooks, academic profiles, and program specifications. Additionally, secondary insights are gathered from epistemic communities (Santoso, 2017), such as KAPSIPI, MIPI, and experts representing societal and intermediary actors. It is important to note that this research is limited to the analysis of formal documents and does not encompass the actual implementation of the learning process or pedagogical activities within the classroom.

Operationally, the research methods include the following structured steps:

1. Determination of Data Focus and Data Validity

To ensure data validity and reliability, the research population was identified through the official portal of the National Accreditation Board for Higher Education (BAN-PT). The data was accessed and verified in July 2025 to ensure the most current accreditation status. The filtration process followed these technical stages:

- Initial Population: Identifying all HEIs (131 institutions) organizing study programs with the nomenclature "Pemerintahan" (Government).
- Accreditation Filtering: Selecting only those with the highest quality standards, namely Ranked "Unggul" (Excellent) or accredited "A".
- Level Filtering: Limiting the scope to the S1 (Bachelor) level to maintain analysis consistency. This excludes D-IV (vocational) and S2-S3 levels (research-academic oriented).
- Final Sample: This rigorous filtration resulted in 13 selected S1 Government Science Study Programs as the primary objects of analysis.

2. Focus of Analysis

The selected Study Programs are analyzed based on Vision, Distinctiveness, Graduate Profile, and Curriculum. In this stage, two specific analytical procedures are applied:

- Coding for Graduate Profiles: Data is categorized into clusters such as Practitioners (technical-administrative), Academics (theory and research), and Analysts (strategic policy evaluation).
- Operational Definitions: To ensure consistency, the study distinguishes between Politics and Government (focusing on power and state institutions) and Governance (focusing on collaborative management and multi-stakeholder interactions).

3. Special Analysis Tool

To review the vision and distinctiveness of the Study Programs, the text uses the SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) analysis method (Adeoye & Adong, 2023). This SMART analysis is used to assess whether the vision and distinctiveness have been set specifically, measurably, realistically, relevantly, and in a time-bound manner.

RESULTS AND DISCUSSION

Based on data from the National Accreditation Board for Higher Education (BAN-PT), there are 131 HEIs that organize Study Programs containing the nomenclature "Pemerintahan" (Government). There are even 4 HEIs whose nomenclature is purely "Pemerintahan," namely Institut Pemerintahan Dalam Negeri (IPDN), Sekolah Tinggi Ilmu Pemerintahan Abdi Negara, STIA & Pemerintahan Annisa Dwi Salfarizi, and Sekolah Tinggi Kepemerintahan dan Kebijakan Publik. The 131 HEIs organizing Study Programs with "Pemerintahan" nomenclature are in the form of Universities (102 HEIs), High Schools (24 HEIs), Polytechnics (3 HEIs), and Institutes (2 HEIs). The scope of science for Universities is multidisciplinary (Barnett, 2015). Institutes are more focused on one main cluster of science with a minimum of 3 Study Programs at diploma or bachelor level. High Schools are specific, covering only certain disciplines. Polytechnics focus on vocational or applied education.

Regarding the type of HEI, there are 26 State HEIs (24 State HEIs under the Ministry of Higher Education, 1 HEI under the Ministry of Religious Affairs (UIN Sulthan Thaha Saifuddin Jambi), and 1 HEI under the Ministry of Home Affairs (IPDN)). There are also

105 Private HEIs under LLDikti. Geographically, the various HEIs are spread according to the following data:

Table 1. Number of HEIs based on regions

Region	Number of HEIs
West Java, Banten	34
South Sulawesi, Southeast Sulawesi, and West Sulawesi	18
Aceh	11
South Sumatra, Lampung, Bengkulu, Bangka Belitung	9
East Nusa Tenggara	9
East Java	8
West Sumatra, Riau, Jambi, Riau Islands	8
North Sulawesi, Central Sulawesi, Gorontalo	8
Special Region of Yogyakarta	7
Jakarta	6
Kalimantan	5
Maluku, North Maluku	5
Papua	5
North Sumatra	4
Central Java	4
Bali, West Nusa Tenggara	4
Scattered across various regions	2

Source: *the National Accreditation Board for Higher Education (BAN-PT), 2025*

There are 2 HEIs spread across various regions in Indonesia, namely IPDN, campuses in Jakarta, West Sumatra, West Kalimantan, North Sulawesi, South Sulawesi, West Nusa Tenggara, and Papua (Eskandar, 2023) and Universitas Terbuka (UT) with 39 Regional service offices and 1 Overseas Service (Mishra & Panda, 2025). Regarding the number of Study Programs by nomenclature, there are 147 Study Programs named "Ilmu Pemerintahan" (Government Science). Other nomenclatures include:

- "Administrasi Pemerintahan Daerah" (Regional Government Administration) (3 D-IV programs).
- "Administrasi Pemerintahan" (Government Administration) (D-III at Politeknik LP3I Makassar, D-IV at Unpad).
- "Studi Pemerintahan" (Government Studies) (S1 at UNU Gorontalo, S2 at IPDN).
- "Politik dan Pemerintahan" (Politics and Government) (S1 and S2 at UGM).
- D-IV "Akuntansi Manajemen Pemerintahan" (Government Management Accounting) (Politeknik Negeri Bandung).
- D-IV "Manajemen Pemerintahan" (Government Management) (Universitas Jambi).
- D-IV "Teknologi Rekayasa Informasi Pemerintahan" (Government Information Engineering Technology) (IPDN).

In terms of educational levels:

- 1 Study Program at Diploma III level and 7 at Diploma IV level (mentioned in).
- 126 Study Programs at the Bachelor level (S1) and 21 Study Programs at the Master level (S2) named Government Science, including Government Studies and Politics and Government.
- 4 Doctoral level Study Programs (S3) in Government Science, namely at Universitas Satyagama, Universitas Langlang Buana, Universitas Muhammadiyah Yogyakarta (UMY), and IPDN.

Some HEIs have multiple levels or nomenclatures:

- IPDN has D-IV Regional Government Administration, D-IV Government Information Engineering Technology, S2 Government Studies, and S3 Government Science.
- Unpad has D-IV Government Administration, S1 and S2 Government Science, and an S3 (Doctor of Administrative Science concentration in Government Science).
- Universitas Langlang Buana, UMY, and Universitas Satyagama each have S1, S2, and S3 Government Science.
- UGM has S1 and S2 Politics and Government.
- Universitas Jambi has D-IV Government Management and S1 Government Science.
- Many other universities (listed in the source) have both S1 and S2 Government Science.

The use of the nomenclature Government Administration or Government Management is generally only found in Diploma level Study Programs. At the Bachelor, Master, and Doctoral levels, all Study Programs use Government Science, Government Studies, or Politics and Government. Regarding the use of Political nomenclature, such as Politics and Government at UGM, some HEIs that lack a Government Science Study Program have a Political Science Study Program. Conversely, some HEIs with an S1 Government Science program have Political Science for their S2 and S3 programs. However, some HEIs have both Political Science and Government Science Study Programs at the same level (e.g., UB, Unhas, Unpad, Universitas Jambi, etc.).

Regarding the Study Program rankings as of July 2025:

- 14 Study Programs are "Unggul" (Excellent).
- 7 Study Programs are rated "A".

21 Study Programs are "Unggul" or rated "A". These include: D-IV Regional Government Administration IPDN, D-IV Government Management Accounting Politeknik

Negeri Bandung, D-IV Government Administration and S1 and S2 Government Science Unpad, S1 and S2 Government Science UMY, S1 and S2 Politics and Government UGM, as well as S1 Government Science at APMD, UB, Undip, Unhas, UIR, Unmuh Jember, Unismuh Makassar, UMM, UPR, Unri, and Untirta.

Accreditation or Ranking is the main instrument in the External Quality Assurance System (SPME). The analysis focuses on Study Programs with the "Unggul" or "A" predicate, limited to the S1 level (general) to analyze their vision, distinctiveness, graduate profile, and curriculum (Javed & Alenezi, 2023).

Vision and Distinctiveness

Based on the documents of the 13 S1 Government Science Study Programs ranked "Unggul" or accredited "A" (as of July 2025):

Table 2. Vision and Distinctiveness

HEIs	Vision	Distinctiveness
Sekolah Tinggi Pembangunan Masyarakat Desa APMD	The Government Science Study Program becomes an institution and academic community that is firm in striving for (encouraging, realizing) people-sovereign government and capable of bringing social justice to all Indonesian people.	Government, Governing, Governability, Governance, dan Governmentality
Universitas Brawijaya	To become an internationally reputable study program based on governance, institutionalism, and government innovation, and actively participate in the Tri Dharma of Higher Education to realize a just and prosperous society.	Democracy Governance, Policy Governance, and Institutional Governance
Universitas Diponegoro	To become a study program with excellence in education, research, and problem solving regarding government governance at the national and international levels.	Government Governance, Government Behavior, and Intermediary Political Forces
Universitas Hasanuddin	To become a leading study program in Indonesia in the development of science and maritime continent-based government governance through education, research, and community service.	Maritime Continent
Universitas Islam Riau	Realization of an Excellent and Innovative Government Science Study Program with Global Competitiveness that Produces Human Resources as Government Practitioners, Government Scientists, and Government Information Technology Experts based on Faith and Piety.	-
Universitas Muhammadiyah Jember	By 2030, to become an Excellent Study Program in the Development of Government Science in Indonesia that is imbued with Islamic Values.	-

HEIs	Vision	Distinctiveness
Universitas Muhammadiyah Makassar	To become an Excellent and Trusted Study Program in the mastery of the science and practice of Regional Government Governance Dynamics and Local Political Dynamics based on progressive Islamic values in the Southeast Asia region by 2030.	Regional Government Governance Dynamics and Local Political Dynamics
Universitas Muhammadiyah Malang	To carry out the development of government science and practice through strengthening government institutions to realize Dynamic Governance based on Information Technology as the embodiment of Islamic values.	Strengthening Government Institutions, Dynamic Governance based on Information Technology
Universitas Muhammadiyah Yogyakarta	To become an Excellent Study Program in the Development of Government Science oriented towards Agile Government Governance based on Islamic values for the benefit of the community in the Asian region by 2025.	Agile Government Governance
Universitas Padjadjaran	To become a study program that has relevance and innovation in education, research, and community service in the field of Government Science recognized nationally, regionally, and internationally by 2026.	Local Government Process and Public Policy
Universitas Palangka Raya	To become an Excellent and Characterized Study Program in the Tri Dharma of Higher Education to produce Human Resources in the field of Government Science at the local and national levels with a global perspective by 2028.	-
Universitas Riau	To become an Excellent and Dignified Research Study Program in the Field of Government Science and Politics in the Southeast Asian Region by 2035.	Research Study Program in Government Science and Politics
Universitas Sultan Ageng Tirtayasa	To become a provider of Government Science Education that is Advanced, Quality, Characterized, and Competitive in Togetherness by 2025.	-

Source: Primary Data, 2025

Using the SMART analysis (Specific, Measurable, Achievable, Relevant, and Time-bound):

- Specific: Several HEIs set specific visions, such as the Timoho School (Mazhab Timoho) at APMD, Maritime Continent at Unhas, Dynamic Governance based on IT at UMM, and Agile Government Governance at UMY. Generally, visions cover governance, institutionalism, innovation, regional government, local politics, and research study programs.
- Measurable: Some are implicitly or difficult to measure (e.g., kokoh, unggul, maju), but explicit measurements include international reputation, accreditation, cooperation, publications, recognition, and networking.

- Achievable: Indicators generally cover research support, networking, regional context, capacity, HR/technology, and regional partnerships.
- Relevant: All Study Programs are aligned with the institutional vision. HEI Muhammadiyah Study Programs even form their own consortium, AIPPTM.
- Time-bound: Some state a time frame (e.g., 2025, 2026, 2028, 2030, and 2035), while others do not.

Graduate Profile

The graduate profiles formulated by the 13 Study Programs are:

Table 3. Graduate Profile

HEIs	Graduate Profile
Sekolah Tinggi Pembangunan Masyarakat Desa APMD	Government Path
	Civil Society Path
	State Path
Universitas Brawijaya	Analyst
	Bureaucrat
	Practitioner
Universitas Diponegoro	Academician
	Professional Analyst in Government
	Employee at State/Regional Owned Enterprises
	Bureaucrat (Central or Regional)
Universitas Hasanuddin	Professional Consultant in Government
	Educator
	Social Researcher
	Social Worker
	Government Policymaker
Universitas Islam Riau	Politician
	Government Scientist
	Government Information Technology Expert
Universitas Muhammadiyah Jember	Government Practitioner
	Policy Analyst
	Administrator
	Legal Drafting Specialist
	Planner
Universitas Muhammadiyah Makassar	Community Self-Reliance Mobilizer
	Beginner Researcher
	Election Organizer
	Political Consultant
	Community Self-Reliance Mobilizer
Universitas Muhammadiyah Malang	Political and Policy Actor
	Public and Private Institution Analyst
	Government and Political Consultant
	Community Empowerment Mobilizer/Facilitator

HEIs	Graduate Profile
	Political Communicator/Negotiator
Universitas Muhammadiyah Yogyakarta	Researcher and Academician
	Political and Government Consultant
	Political and Government Actor
	Entrepreneur
Universitas Padjadjaran	First Expert Researcher
	Government Employee/Civil Servant (Bureaucrat)
	Government Consultant (Assistant)
	Community Empowerment Facilitator
Universitas Palangka Raya	NGO Activist and Government Political Activist
	Researcher
	Policy Analyst
	Consultant
Universitas Riau	Decision Maker
	Leader
	Researcher in Government and Politics
	Bureaucrat in Government Governance
Universitas Sultan Ageng Tirtayasa	Consultant in Government and Politics
	Practitioner in Government and Politics
	Educator/Researcher
	Apparatus in Government Institutions
Universitas Sultan Ageng Tirtayasa	Professional Consultant and Analyst
	Mobilizer in Social Organizations/NGOs
	Political Practitioner

Source: Primary Data, 2025

Categorization of Graduate Profiles (most frequent to least frequent):

1. Practitioners (13 HEIs): Including Political and Policy Actor, Decision Maker, State Path, Politician, etc..
2. Academicians (10 HEIs): Including Scientist, Educator, and Researcher.
3. Apparatus (9 HEIs): Including Administrator, Government IT Expert, Government Path, Civil Servant (Bureaucrat), and Planner.
4. Consultants (8 HEIs).
5. Community Mobilizer (7 HEIs): Including Facilitator, Civil Society Path, Social Worker, and NGO Mobilizer.
6. Analyst (5 HEIs): Including Policy Analyst and Professional Analyst.
7. Bureaucrat (3 HEIs).
8. Entrepreneur (1 HEI: UMY).

The profiles (Practitioner, Academician, Apparatus, Consultant, Community Mobilizer, Analyst, Bureaucrat) are consistent with the KAPSIPI graduate profiles, except for Entrepreneur. The KAPSIPI graduate profiles include: employees in central/regional

government institutions, employees in institutions affiliated with international activities, potential government leaders, employees in SOEs/Regional SOEs and public sector companies, professional consultants, professional analysts, educators, researchers, mobilizers in NGOs, and community empowerment facilitators.

Curriculum based on Courses and Distribution

In the first year, Study Programs present basic/compulsory university courses (e.g., English, Pancasila, Religion) and introductory courses (e.g., Introduction to Political Science, Indonesian Economic System, Philosophy of Science). Core Government Science courses starting in the first year include Fundamentals of Government Science, National Government, Government Leadership, Indonesian Political System, Government Administration Law, and Political Theory. The first year is a transition and foundation year.

In the second year, courses include Elections and Political Parties, Public Sector Policy, Regional Government, Village Government, various Governance courses (Financial, General, HR), Public Sector Service, Development Planning, Legislation Process, Government Ethics, Government Information Technology, and Civil Society. Students also start research-supporting courses (Methodology, Qualitative/Quantitative Research, Social Statistics).

In the third year or approaching the final year, specialized courses include Political Economy and Government, Comparative Government, Community Empowerment, Digital Government, Local Politics, Government Supervision, Indonesian Political Analysis, Democracy Studies, Central-Regional Relations, and Government Networks.

Pre-research courses (e.g., Political and Government Issues) are offered, as are applied activities from "Merdeka Belajar Kampus Merdeka" (MBKM). MBKM is claimed to be comprehensive career preparation, allowing students to gain experience outside conventional learning. Programs offered include: Internship, Independent Study, Research, Teaching Campus, Village Development (KKN), and Entrepreneurship. Activities conducted outside campus can be equated into SKS (semester credit units) through recognition. In the fourth or final year, students generally focus on Thesis (Skripsi) and compulsory activities like KKN (Community Service Program) and Internship. Total credits are 144 sks.

Table 4. Courses based on body of knowledge

Course	Total	Course	Total
Village Government	21	Local Politics	7
English	20	Fundamentals of Logic	7
Public Sector Policy	18	Indonesian Political System	7
Al Islam and Muhammadiyah Studies	17	Conflict Management	7
Regional Government	16	Agrarian Politics	7
Government Governance	15	Democracy Studies	7
Government Financial Governance	15	Central-Regional Relations	6
Elections and Political Parties	15	Government Ecology	6
Government HR Governance	15	Social Statistics	6
Thesis (Skripsi)	14	Global Politics	6
Legislation Process and Parliament	14	Identity Politics and Multiculturalism	6
Pancasila	14	Anti-Corruption	6
Development Planning	13	Government Supervision	6
National Government	13	Environmental Politics	5
Indonesian Language	13	Introduction to Sociology and Anthropology	5
Fundamentals of Government Science	13	Urban Politics	5
KKN (Community Service Program)	13	Indonesian Political Analysis	5
Government Leadership	12	Asian Studies	5
Religion	12	Indonesian Legal System	5
Government Bureaucracy	12	Gender Politics	5
Government Science Methodology	12	Population Studies	4
Digital Government	12	Political Marketing	4
Government Ethics	12	Government Innovation	4
Government Communication	11	Government Networks	4
Comparative Government	11	Indonesian Socio-Cultural System	4
Government Information Technology	11	Defense and Security Politics	4
Entrepreneurship	11	Maritime Policy	4
Public Sector Service	11	Social Change and Government Dynamics	4
Pre-Research	10	Islamic Politics and Government	3
Government Administration Law	10	Selecta Capitain Government	3
Political Economy and Government	10	Principles of Management	3
Internship (Magang)	10	Political and Government Issues	3
Introduction to Political Science	10	Fundamentals of Social Science	3
Civil Society	10	Government Asset Governance	3
MBKM	10	European Studies	2
Civics	10	Decision Making	2
Social Research Methods	9	Fundamentals of Public Administration	2
Qualitative Research Methods	9	Project Management	2
HEI Orientation	9	Disaster Governance	2
Government Theory	9	Collaborative Governance	2
Constitutional Studies	8	Political Participation	2
Political Theory	8	Border Politics	1
Community Empowerment	8	Tourism Policy	1
Quantitative Research Methods	8	Social Policy	1
Indonesian Economic System	7	Food Security	1

Course	Total	Course	Total
Philosophy of Science	7	Sundanese Studies (Kesundaan)	1
Political and Government Sociology	7	Dayakology	1
Political Development and Government	7	Kebantenan Studies (Studi Kebantenan)	1

Source: Primary Data, 2025

Core Government Science Courses (KAPSIPI recommendation) include: Village Government, Public Sector Policy, Regional Government, various Governance courses (Financial, HR), National Government, Fundamentals of Government Science, Government Leadership, Government Bureaucracy, Government Science Methodology, Government Ethics, Government Communication, Comparative Government, Government Information Technology, Public Sector Service, Government Administration Law, Constitutional Studies, and Government Ecology.

Supporting and Specialized Government Science Courses are extensive, including: Elections and Political Parties, Development Planning, Digital Government, Political Economy and Government, Civil Society, Local Politics, Conflict Management, Democracy Studies, Anti-Corruption, and Maritime Policy. Final Project Courses include: Thesis, Pre-Research, Internship, various Research Methods, Social Statistics, and Selecta Capitain Government.

Course nomenclatures for the same subject matter often differ. For example, "National Government" is also called "Indonesian Government System". "Village Government" has names such as "Village and Renewal," "Village Institutionalism," and "Village Politics and Government".

Although many courses use the term "governance" (tata kelola), the curriculum generally still has courses with the nomenclature "politics and government" (e.g., Islamic Politics and Government, Local Politics and Government, Political Economy of Government). There are even full political nomenclatures such as Political Analysis, Political Economy, Political Negotiation, and Political Theory.

Several courses and subject matters overlap, such as Regional Government and Local Politics, Government HR Governance and Government Bureaucracy, and Digital Government and Government Information Technology. For example, Digital Government covers Agile Government, Big Data Analysis, and Data Science, while Government Information Technology includes E-Government and Government Information Governance.

Theoretical Reflection

The effort to develop Government Science in Indonesia through HEIs reveals a complex dynamic between academic needs and administrative demands. Based on an analysis of curriculum documents from 13 study programs with "Unggul" (Excellent) or "A" accreditation ratings, a pattern of instrumentalizing scientific discourse was identified, formally manifested through specific visions and institutional distinctiveness. The use of vision labels such as Agile Government Governance, Maritime Continent, or IT-based Dynamic Governance indicates an effort by HEIs to meet accreditation standards using the SMART method. However, this instrumentalization is often superficially aimed at fulfilling the indicators set by educational authorities without always being followed by a profound transformation of the fundamental scientific structures.

This condition has led to the bureaucratization of science, where HEIs, acting as dual authorities (academic and educational), tend to be trapped in expanding nomenclature simply to follow administrative and market trends. This is clearly visible in the overlap of courses, such as Digital Government intersecting directly with Government Information Technology, and Government Human Resource Management sharing substantial overlap with Government Bureaucracy. Additionally, Local Government courses exhibit fluid boundaries with Local Politics.

This fragmentation of nomenclature reflects that curriculum development is driven more by the need to produce graduates as "educational commodities" rather than a pure epistemological necessity to strengthen the body of knowledge. Consequently, Government Science in Indonesia still faces ontological hurdles, where the focus of study remains too fixated on the study objects of traditional political science. The dominance of "politics and government" nomenclature in "Excellent" study programs proves that Government Science has not yet become fully independent from the shadow of political science.

To overcome this stagnation, HEIs must undergo substantial transformation by strengthening the aspects of axiology (critical reflection and social utility) and epistemology (structured methodology). By treating Government Science as a scientific enterprise, universities can build a scientific framework that is more critical, reflective, and people-oriented, while simultaneously liberating the discipline from its rigid bureaucratic legacy.

CONCLUSION

The efforts to develop science through HEIs have been concretely instrumentalized but require substantial transformation. The review of the 13 accredited Study Programs shows formal efforts through specific visions and distinctiveness focusing on governance, institutionalism, and government innovation. Graduate profiles (e.g., Practitioner and Academician) largely align with KAPSIPI standards. However, the curriculum review shows a strong tendency to use the nomenclature "politics and government" alongside "governance," even in excellent Study Programs. Naming differences for the same subject matter indicate the need for further epistemic community consensus.

HEIs, serving dual functions (academic and educational), risk scientific bureaucratization and focusing only on ontologism. Transformation is crucial: Government Science must be treated as a scientific enterprise, not just an educational commodity. HEIs must break free from ontologism and strengthen axiology (contemplation, criticism, practical benefits) and epistemology (methodology). By reorganizing methodological courses and developing a unique way of thinking, Government Science can free itself from colonial and bureaucratic heritage. The ultimate goal is to build a new scientific framework that is critical, reflective, and people-centered, actualized through HEI learning design.

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