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The Competency Development of Fishery Product Market Analyst at the Directorate General of Product Competitiveness, Ministry of Marine Affairs and Fisheries Republic of Indonesia

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Abstract:

This study aimed to analyze the factors that influence the competency development of Fishery Product Market Analysts (APHP) and formulate a competency development model appropriate for the competency development of APHP at the Directorate General of Product Competitiveness, Ministry of Marine Affairs and Fisheries. This study was conducted using a qualitative approach and case study method. The data collection techniques used were interviews and document reviews. The study's results indicate that several factors influence the suboptimal competency development of APHP. First, the Human Capital Development Plan (HCDP) for employees within the Directorate General of Product Competitiveness, including the APHP, has not been completed. Second, the commitment of the APHP team to prepare APHP training learning tools is not yet strong, mainly due to their busy schedules. Third, the coordination function is not yet strong, assuming that implementing competency development is only the responsibility of the Civil Service Training Center (Balai Diklat Aparatur). Based on the study's results, the author formulated and recommended an APHP competency development model at the Directorate General of Product Competitiveness.

Keywords: *Competency Development; Training, Fishery Product Market Analyst (APHP), E-Milea, Corporate University*

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1. Introduction

Human resources (HR) play a strategic and decisive role in organizational success, as they function as planners, drivers, implementers, and managers of all other organizational resources, including financial, natural, and technological resources. Consequently, the quality of human resources determines organizational performance, making competency development an indispensable and continuous necessity (Prahalad & Hamel, 1990; Pratama et al., 2023; Manteiro et al., 2024). In the marine

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and fisheries sector, competent human resources have been empirically shown to enhance industrial competitiveness, organizational performance, and economic sustainability (Handaka Suryana & Amalia, 2021; Handaka Suryana & Perdiansyah, 2021; Agustino et al., 2024).

The development of high-quality human resources has become increasingly critical in responding to global challenges known as *Global Megatrends*, which include globalization 4.0–5.0, environmental and energy crises, demographic shifts, rapid digitalization, technological convergence, as well as rising individualism and pluralism. In addition, public organizations are required to adapt to VUCA conditions (*Volatility, Uncertainty, Complexity, and Ambiguity*), which demand agile, professional, and performance-oriented civil servants. Accordingly, the direction of civil service competency development in Indonesia is aligned with the realization of *SMART ASN 2024*, *ROBUST & INCLUSIVE ASN 2030*, and *COMPETITIVE ASN 2045*, in support of the national vision of *Indonesia Emas 2045*.

The Indonesian government's commitment to developing superior human resources was reaffirmed by President Joko Widodo in his inaugural address on October 20, 2019, particularly through the policy of bureaucratic simplification that eliminated echelon III and IV structural positions. This policy aimed to improve public service quality by transforming administrative positions into functional positions based on professionalism and competence. As a result, competency development for civil servants, especially those involved in public service delivery, has become an obligation for all ministries and government institutions.

The Ministry of Marine Affairs and Fisheries (MMAF) bears equal responsibility for developing the competencies of civil servants in the marine and fisheries sector. This responsibility is formally regulated under Minister of Marine Affairs and Fisheries Regulation Number 44 of 2022 concerning Civil Servant Competency Development within MMAF, which mandates the formulation of national competency development plans, particularly for technical competencies in marine and fisheries affairs. This mandate also applies to functional positions, of which there are currently 21 within the sector.

One of the most strategic functional positions is the Functional Position of Fishery Product Market Analyst (FPFMA), which is supervised by the Directorate General of Strengthening the Competitiveness of Marine and Fishery Products (DG SCMFP). DG SCMFP is an echelon I unit within MMAF responsible for formulating and implementing policies related to competitiveness enhancement, logistics system management, product promotion, and the sustainability of marine and fisheries businesses. The FPFMA position was initiated in 2012 as part of efforts to improve organizational performance by strengthening market intelligence systems to support logistics efficiency, product promotion, and business sustainability (Firmansyah et al., 2020; Santoso et al., 2020; Aryudiawan & Suadi, 2022).

Market analysis of fishery products plays a vital role in generating market data and information used by various stakeholders, including fishers, aquaculture farmers, processors, marketers, and policymakers. Accurate, timely, and sustainable market information improves stakeholders' access to markets, technology, capital, and other resources, thereby contributing to increased productivity, business efficiency, income, and overall welfare (Agustina et al., 2025; Ferdiansyah et al., 2024; Tarihoran et al., 2023).

Institutionally, the FPFMA position belongs to the life sciences functional cluster and is open in nature, allowing it to be occupied by civil servants at both central and regional levels. Within DG SCMFP, FPFMA officers are distributed across all echelon II technical units and technical implementation units. Of the 408 civil servants within DG SCMFP, 218 are functional officers, and 84 of them (39%) are FPFMA officers, with the highest concentration in the Directorate of Marketing due to its direct relevance to fishery product market analysis.

The FPFMA functional position consists of two categories: expertise and skills. The expertise category includes four levels—First Expert, Junior Expert, Intermediate Expert, and Senior Expert—while the skills category includes Skilled, Proficient, and Supervisory levels. The distribution of FPFMA officers is dominated by the Junior Expert and Intermediate Expert levels, largely as a result of appointments through *inpassing* mechanisms and job transfers following the bureaucratic simplification policy. However, prior studies emphasize that competency development that is not systematically aligned with job standards and training needs analysis may lead to competency gaps and suboptimal performance (Nawir et al., 2025; Rosdyanti et al., 2025; Willian et al., 2024).

As the supervising institution, DG SCMFP is responsible for ensuring professional standards and performance quality of FPFMA officers, including through structured competency development. Nevertheless, existing assessments indicate that the current competency profiles of FPFMA officers do not yet fully meet the job competency standards stipulated in Minister of Administrative and Bureaucratic Reform Regulation Number 73 of 2021. The most significant gaps are found in technical and functional competencies, as most officers have only completed basic functional training. Moreover, technical competency standards for FPFMA are still under development, and advanced technical and functional training programs have not been systematically implemented. Since the initial phase of *inpassing* appointments, competency development efforts have remained fragmented and insufficiently based on comprehensive training needs analysis (Suseno et al., 2025; Riyadi et al., 2024).

These conditions indicate that the competency development of FPFMA officers has not yet been optimally implemented. This situation highlights a **research gap**, as existing studies in the fisheries sector predominantly focus on marketing strategies, industry competitiveness, or business performance, while limited attention has been

given to the development of competencies for functional market analyst positions as key providers of strategic market information (Agustina et al., 2025; Handaka Suryana & Amalia, 2021; Handaka Suryana & Perdiansyah, 2021).

Therefore, this study aims to **identify competency gaps among FPFMA officers, analyze the factors contributing to suboptimal competency development, and formulate a structured, systematic, and sustainable competency development model**. The novelty of this research lies in its specific focus on the functional position of Fishery Product Market Analyst within a technical ministry, integrating competency standards, organizational needs, and fisheries market dynamics to support the performance of DG SCMFP and strengthen the competitiveness of Indonesia's marine and fisheries sector.

2. Methodology

This study employs a qualitative approach using a case study method to obtain an in-depth understanding of the competency development of the Functional Position of Fishery Product Market Analyst (FPFMA) from the perspectives of the stakeholders involved. The qualitative approach is considered appropriate as it enables the researcher to capture and interpret social phenomena based on participants' experiences and viewpoints (Creswell, 2016). The case study method allows for a comprehensive examination of the phenomenon through multiple data sources, including in-depth interviews, observation, and document analysis. The research was conducted at the Directorate General of Strengthening the Competitiveness of Marine and Fishery Products (DG SCMFP) of the Ministry of Marine Affairs and Fisheries, which was selected as the research site due to its role as the supervising institution responsible for managing and ensuring the quality and professionalism of the FPFMA functional position, as mandated by Regulation of the Minister of Administrative and Bureaucratic Reform Number 55 of 2020.

The study utilizes both primary and secondary data. Primary data were collected through in-depth interviews with key informants selected using purposive sampling, namely officials and employees who possess relevant authority, expertise, and direct involvement in the planning, implementation, and evaluation of FPFMA competency development. The informants included senior management of DG SCMFP, human resource management officers, training providers, and FPFMA officers representing different job levels. Secondary data were obtained through field observation and document review, including organizational structures, performance reports, FPFMA staffing data, and relevant regulations and internal policies related to competency development.

Data analysis was conducted qualitatively and continuously throughout the research process by applying the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing and verification. Data reduction involved selecting, simplifying, and focusing on information relevant to the research

objectives. The reduced data were then organized and presented in a systematic and descriptive-analytical manner to facilitate interpretation. The final stage involved drawing and verifying conclusions through data triangulation across sources and collection techniques to ensure the validity and credibility of the research findings.

3. Empirical Findings/Results

Factors Influencing the Competency Development of the Functional Position of Fishery Product Market Analyst

Competency development is a mandatory obligation for every State Civil Apparatus (ASN), including functional officials, as stipulated in Regulation of the Minister of Administrative and Bureaucratic Reform (PANRB) Number 1 of 2023, which requires continuous competency development aligned with job requirements within an integrated learning system. The stages of ASN competency development are further regulated in the Regulation of the National Institute of Public Administration (LAN) Number 10 of 2018, which comprise planning, implementation, and evaluation. The effectiveness of competency development for the Functional Position of Fishery Product Market Analyst (FPMPA/APHP) is largely determined by the optimization of each of these stages, particularly the planning stage.

a. Planning Stage of APHP Competency Development

The planning stage involves the inventory and validation of proposed competency development needs as well as the formulation of annual and five-year development plans (Human Capital Development Plan/HCDP). The main factors influencing this stage include leadership support, the commitment of human resource management units, technological development, organizational complexity, and coordination functions. Leadership support is reflected in the alignment of APHP competency development policies with the strategic direction of the Ministry of Marine Affairs and Fisheries, particularly the Blue Economy policy and the vision of Indonesia Emas 2045, as well as the enactment of the Regulation of the Minister of Marine Affairs and Fisheries Number 44 of 2022 on ASN Competency Development. Such support is also manifested through the allocation of budgets for competency development, both for self-directed learning and classical training programs, indicating top management's commitment to enhancing the professionalism of APHP officials.

Nevertheless, the commitment of units responsible for planning competency development namely the Employee Development Team, the Competency Assessment Organizing Team, and the ASN Human Resources unit has not yet been fully optimal. The research findings indicate that the preparation of the HCDP is still predominantly driven by individual needs rather than by competency gap analysis based on Job Competency Standards and the results of competency assessments. This condition is further exacerbated by the uneven implementation of competency profiling through assessment centers and the limitations of the APHP Job Competency Standards, which have not yet specified technical and functional training programs in detail, thereby complicating the accurate identification of training needs.

Technological advancements play an important role in providing employee profile and competency data through e-employee applications and assessment center systems. However, the lack of integration between these systems has resulted in competency data that are not fully up to date, thus hindering data-driven competency development planning. In addition, organizational complexity arising from changes in organizational structure, unit nomenclature, leadership turnover, and bureaucratic simplification policies that increase the number of functional APHP officials necessitates more adaptive and responsive competency development planning. Weak coordination among HR planners, competency assessment organizers, and competency development providers has also contributed to the absence of a finalized HCDP, indicating that the planning of APHP competency development has not yet been implemented optimally.

b. Implementation Stage of APHP Competency Development

The implementation of competency development for Fishery Product Market Analysts (APHP) is influenced by several key factors, namely leadership support, stakeholder commitment, technological advancement, organizational complexity, and coordination functions. Leadership support plays a significant role in encouraging APHP officials to actively participate in various competency development activities, including training programs, involvement in strategic forums, discussions with subject-matter experts, and facilitated access to training information. This support is reflected in leadership policies, continuous monitoring, and sustained motivation provided to functional officials.

Competency development is implemented through both classical and non-classical training, in accordance with Regulation of the Minister of Marine Affairs and Fisheries Number 44 of 2022. Non-classical competency development includes coaching, mentoring, e-learning, distance learning, secondment, learning communities, internships, self-directed learning, and other learning methods. However, the effectiveness of implementation largely depends on the commitment of the involved stakeholders, particularly in identifying subject-matter experts, preparing them to serve as instructors, and developing standardized learning materials. The findings indicate that while such commitment exists, it has not yet been optimal, mainly due to time constraints and the multiple responsibilities of subject-matter experts.

Technological advancement constitutes a crucial enabling factor in the implementation of APHP competency development, particularly through the utilization of the Ministry's Learning Management System (LMS), E-Milea, which allows learning activities to be more flexible, efficient, and accessible to a broader range of participants. The LMS supports various learning models, including self-paced learning, coaching, Massive Open Online Courses (MOOCs), blended learning,

and regular training programs, thereby accelerating the learning process without compromising quality.

Organizational complexity, especially related to limited and fluctuating budget availability, also affects the implementation of competency development. Although financial constraints remain a challenge, they do not pose a significant barrier, as competency development can be conducted through low-cost or cost-free non-classical learning methods, such as mentoring and secondment. Finally, coordination among relevant units including the APHP Technical Team, training providers, training centers, and human resource units has not yet been fully optimized. Nevertheless, the establishment of the Corporate University of the Ministry of Marine Affairs and Fisheries through Ministerial Decree Number 84 of 2024 is expected to strengthen coordination and support the integrated implementation of APHP competency development in a sustainable manner.

c. Evaluation Stage of APHP Competency Development

The evaluation stage of APHP competency development is conducted in accordance with LAN Regulation Number 10 of 2018, which emphasizes assessing the alignment between competency development planning and its actual implementation, as well as the tangible benefits of such development for improving employee competencies and performance. At this stage, evaluation is not merely an administrative activity but serves as a critical instrument for measuring the overall effectiveness of APHP competency development.

The primary factor influencing the effectiveness of this evaluation stage is the coordination function between the training implementation team and the Human Capital (HC) development team of the Ministry of Marine Affairs and Fisheries. Evaluation is carried out by comparing the competency development plans with the realized training activities within a given period to identify the level of conformity, necessary adjustments, or deviations from the initial plan. The results of this evaluation are subsequently compiled into formal reports submitted to the leadership of the Ministry as a basis for decision-making and policy improvement in competency development.

From the training implementation perspective, the evaluation covers technical aspects of the learning process in both classical and non-classical training programs. This includes assessing the suitability of training materials and curricula, the competence and delivery methods of facilitators, the adequacy of facilities and infrastructure, and the effectiveness of the Learning Management System (LMS). The evaluation also ensures that each APHP training program is implemented in accordance with its stated objectives.

In addition to process evaluation, outcome and impact evaluations are also conducted to assess the extent to which competency development activities lead to changes in

work behavior, the implementation of change initiatives, contributions to the Ministry's priority programs, and improvements in employee performance as well as the fulfillment of competency gaps in the APHP functional position. However, the findings indicate that not all training programs have been evaluated comprehensively, particularly in terms of performance impact, and that evaluation results have not yet been fully documented or integrated into a digital platform accessible to all stakeholders. This indicates that the evaluation stage of APHP competency development still needs to be strengthened to more effectively support continuous improvement in competency development initiatives.

Optimization of the Competency Development of Fishery Product Market Analysts through a Corporate University Approach

Based on the analysis of factors influencing the development of APHP competencies, the main inhibiting factors include the insufficient commitment of stakeholders involved in APHP competency development, organizational complexity resulting from structural changes and budget availability, and the weak coordination function among the parties involved. Meanwhile, the supporting factors for APHP competency development are leadership support and technological advancement. These conditions indicate the need to optimize the competency development of Fishery Product Market Analysts within the framework of the Ministry of Marine Affairs and Fisheries (MMAF/KKP) civil servant competency development through a Corporate University (Corpu) approach, as mandated by Ministerial Decree Number 84 of 2024. This approach is in line with Government Regulation Number 11 of 2017, which stipulates that civil servant competency development is implemented through an integrated learning system (Corporate University).

The regulatory framework for competency development through the Corporate University approach is stipulated in several regulations, including LAN Regulation Number 10 of 2018, which outlines the stages of competency development, LAN Regulation Number 6 of 2023, which defines the Corporate University as an integrated learning system for civil servants, and the Decree of the Head of LAN Number 306/K.1/HKM.02.2/2024, which provides guidelines for the implementation of ASN Corporate Universities at the institutional level. ASN Corpu is positioned as a strategic platform that transforms organizations into learning centers through thematic and integrated learning to address strategic issues and support the achievement of national development goals. The core principles of ASN Corpu emphasize inclusivity, measurable impact on organizational performance, efficiency in the use of time and resources, and integrated learning through collaboration across formal, social, and experiential learning methods.

Within the MMAF/KKP, civil servant competency development is guided by Minister of Marine Affairs and Fisheries Regulation Number 44 of 2022, which was followed by Ministerial Decree Number 84 of 2024 on the MMAF Corporate University. Although the operational guidelines are still being developed and the Corporate University has not yet been officially launched, this policy direction is intended to

support MMAF priority programs based on the blue economy concept. These priorities include the expansion of marine protected areas, quota-based fisheries management, sustainable aquaculture development in marine, coastal, and inland areas, coastal and small island management and supervision, and marine plastic waste control. In this context, the Corporate University serves as a strategic instrument for human resource competency development to accelerate the achievement of organizational performance targets through the systematic management of intellectual assets and knowledge management.

The MMAF Corporate University is tasked with coordinating the development of programs, knowledge management, standardization, and quality assurance of competency development through an integrated learning system. Its functions include cross–Echelon I unit coordination in training implementation, development of training programs that support talent management and the MMAF strategic plan, development of knowledge management systems, preparation of technical guidelines, norms and standards, curriculum development, quality assurance of training implementation, data and information management related to competency development, and training implementation reporting. The organizational structure of the MMAF Corporate University consists of Supervisors, Steering Committee, Implementers, and Expert Groups involving MMAF leadership and competent functional officials across strategic fields.

The key advantage of the Corporate University concept compared to the previous competency development approach lies in the orientation of competency needs analysis, which is no longer partial or limited to individual Echelon I units, but integrated and directly aligned with the achievement of MMAF priority programs. While the previous approach focused primarily on structured learning and centralized training delivery, the Corporate University emphasizes integrated learning through both classical and non-classical methods, implemented through collaborative learning designs across Echelon I units. The grand design of the MMAF Corporate University highlights strong cross-unit coordination as a strategic foundation for determining and implementing competency development programs.

Corporate University–Based Competency Development Model for Fishery Product Market Analysts

The Corporate University (Corpu)–based competency development model for Fishery Product Market Analysts (APHP) is designed as a strategic framework to support the achievement of the Ministry of Marine Affairs and Fisheries (MMAF/KKP) five priority programs through targeted, integrated, and performance-oriented competency development. This model consists of three main stages: planning, implementation, and evaluation of competency development.

a. Competency Development Planning

The planning stage emphasizes the importance of accurate competency development needs analysis based on competency and performance gaps. These gaps are identified by comparing the APHP Position Competency Standards with the actual competency profiles of APHP officials. However, limitations in detailed Technical Competency Standards and incomplete competency profiling remain key challenges. Within the Corporate University framework, these challenges are addressed by strengthening commitment and coordination among relevant stakeholders, particularly the Employee Development Team, APHP technical teams, and the human resource units of the Directorate General of PDSPKP. Based on the identified competency and performance gaps, a Human Capital Development Plan (HCDP) is formulated with a focus on organizational needs and MMAF strategic programs rather than individual preferences. The HCDP is subsequently verified by the Human Resource Bureau of the Secretariat General and coordinated with BPSDMKP to determine priority competency development programs.

b. Competency Development Implementation

The implementation stage is carried out through integrated and collaborative learning in line with the Corporate University approach. This stage includes identifying training needs, developing training modules and learning materials through collaboration between training providers and APHP subject-matter experts, and designing training programs, methods, and schedules. Considering the breadth of APHP learning materials and current budget efficiency policies, competency development is predominantly implemented through non-classical and blended learning methods using the MMAF Learning Management System (E-Milea). Digital learning materials and media are optimized to enhance participant engagement and learning effectiveness. Training implementation is also conducted collaboratively with other Echelon I and II units within MMAF as well as external institutions, thereby strengthening cross-sectoral learning and knowledge sharing.

c. Competency Development Evaluation

The evaluation stage covers both administrative and substantive assessments of APHP training implementation, quality assurance, and reporting. The outputs of this stage include evaluation data on training effectiveness and recommendations for subsequent competency development programs that contribute directly to the achievement of MMAF priority programs. Feedback from relevant internal stakeholders indicates that this model is sufficiently structured and feasible to be applied as an initial step in implementing APHP competency development based on the Corporate University approach, while further coordination with BPSDMKP and the Human Capital development team of the Secretariat General remains essential for effective implementation.

4. Discussion

The findings of this study confirm that competency development for Fishery Product Market Analysts (APHP) is a multidimensional process strongly influenced by leadership support, stakeholder commitment, technological readiness, organizational complexity, and coordination mechanisms. This result is consistent with strategic human resource theory, which emphasizes that competency development is not merely an individual responsibility but an organizational system shaped by managerial commitment and institutional governance (Prahalad & Hamel, 1990; Manteiro et al., 2024). In the context of the Ministry of Marine Affairs and Fisheries (MMAF), leadership support—reflected in regulatory frameworks, budget allocation, and alignment with national visions such as Indonesia Emas 2045—functions as a critical enabling factor, reinforcing previous findings that leadership commitment significantly determines the success of public sector competency development (Pratama et al., 2023; Handaka Suryana & Amalia, 2021).

At the planning stage, this study reveals that the effectiveness of APHP competency development is constrained by weak integration between competency standards, competency profiling, and Human Capital Development Plans (HCDP). Although regulatory instruments and digital systems are in place, planning remains predominantly individual-driven rather than gap-based. This finding corroborates earlier studies indicating that competency development in public organizations often fails when training needs analysis is not systematically grounded in job competency standards and assessment results (Nawir et al., 2025; Rosdyanti et al., 2025). Similar challenges have been identified in fisheries-related institutions, where the absence of detailed technical competency standards complicates the formulation of targeted and strategic development programs (Firmansyah et al., 2020; Santoso et al., 2020).

Technological advancement emerges as both a supporting and limiting factor in competency development planning and implementation. The availability of e-employee systems, assessment centers, and the E-Milea Learning Management System provides a strong foundation for data-driven and flexible learning. However, the lack of system integration reduces the reliability and timeliness of competency data. This finding aligns with studies by Willian et al. (2024) and Riyadi et al. (2024), which emphasize that digital learning platforms alone do not guarantee effective competency development unless supported by interoperable data systems and strong governance structures. In the fisheries sector, where market dynamics are highly volatile, timely and accurate competency data are particularly crucial for ensuring that market analysts can respond to rapidly changing domestic and global market conditions (Agustina et al., 2025; Ferdiansyah et al., 2024).

Regarding the implementation stage, the results indicate that APHP competency development has increasingly relied on non-classical and blended learning methods, such as coaching, mentoring, e-learning, and learning communities. This approach is consistent with contemporary human capital development literature, which highlights the effectiveness of experiential and social learning in enhancing professional

competencies (Handaka Suryana & Perdiansyah, 2021; Aryudiawan & Suadi, 2022). Nevertheless, the study also identifies limitations related to stakeholder commitment, particularly the availability of subject-matter experts and standardized learning materials. This supports earlier findings that functional competency development in technical ministries is often constrained by competing workloads and limited institutional incentives for knowledge sharing (Suseno et al., 2025).

The evaluation stage represents one of the weakest components of APHP competency development. Although administrative evaluations are conducted in accordance with existing regulations, outcome- and impact-based evaluations remain limited and poorly documented. This finding is consistent with prior research demonstrating that public sector training programs frequently emphasize compliance rather than measurable performance outcomes (Willian et al., 2024; Rosdyanti et al., 2025). In the fisheries context, this limitation is particularly problematic, as the effectiveness of market analysts should ultimately be reflected in improved market intelligence, better policy formulation, and enhanced competitiveness of fishery products (Agustina et al., 2025; Tarihoran et al., 2023).

Finally, the study provides empirical support for the adoption of a Corporate University (Corpu)–based competency development model as a strategic solution to existing challenges. By integrating planning, implementation, and evaluation within a single learning ecosystem aligned with MMAF priority programs, the Corpu approach addresses the fragmentation identified in previous competency development practices. This finding extends earlier studies on human resource development in the fisheries sector by offering a structured and institutionalized model that links individual competency development with organizational performance and national development goals (Handaka Suryana & Amalia, 2021; Handaka Suryana & Perdiansyah, 2021). Thus, this research contributes theoretically by enriching the discourse on functional position competency development and practically by providing a feasible model for strengthening the role of Fishery Product Market Analysts in enhancing the competitiveness of Indonesia's marine and fisheries sector.

5. Conclusions

Based on the research findings, the competency development of the Functional Position of Fishery Product Market Analyst (APHP) within the Directorate General of Strengthening the Competitiveness of Marine and Fishery Products has not yet been implemented optimally. This condition is caused by several major inhibiting factors, particularly the insufficient commitment of the stakeholders involved, as reflected in the absence of a finalized Human Capital Development Plan (HCDP), the unavailability of competency gap data due to the incomplete Technical Competency Standards and the limited implementation of competency assessments, as well as the suboptimal involvement of the APHP technical team in the development of training learning materials. In addition, the coordination function in human resource

management remains weak, as competency development is often perceived as the sole responsibility of the Training Center, coupled with organizational complexity arising from changes in structure, nomenclature, and dynamic budget conditions. On the other hand, leadership support and technological advancement serve as supporting factors that should be continuously maintained and further developed. Based on these conditions, this study concludes that there is a need to optimize APHP competency development through a Corporate University approach, as mandated by the Minister of Marine Affairs and Fisheries' Decree on the Corporate University. This optimization is formulated in a Corporate University–based APHP competency development model that emphasizes strengthening coordination among relevant stakeholders through three main stages: competency development planning based on competency and performance gap analysis with outputs in the form of an HCDP and priority development plans, structured implementation of competency development through independent and collaborative training programs, and competency development evaluation that produces training evaluation data and designs for subsequent APHP competency development programs.

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