
Impact of Implementing Education and Training Programs for Competency Development of Civil Servants

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Abstract:

This study intends to: 1) take a deep analysis of the effectiveness of the education and training programs implemented by BKPSDM Gunungsitoli to improve employee knowledge and skills, 2) discover the obstacles encountered in the implementation of education and training programs at BKPSDM Gunungsitoli and the solutions to overcome these obstacles to increase program effectiveness. Using a qualitative method, the data are gathered through interviews with employees, participatory observation, and documentary analysis regarding the education and training programs administered by BKPSDM. A purposive sampling technique is applied in this study. Data sources comprise two primary categories, namely primary and secondary data sources. The investigation regarding the implementation of education and training programs at BKPSDM Gunungsitoli, as well as the impact of their implementation on developing the competency of civil servants, summarize that: 1) The education and training programs implemented by BKPSDM Gunungsitoli significantly and positively impact the development of civil servant competency. Through this program, employees can improve knowledge, skills, and attitudes relevant to the demands of their position; 2) Despite the positive impact, the implementation of education and training programs at BKPSDM Gunungsitoli still encounters various challenges. To improve the effectiveness of this program, improving the curriculum evaluation, integrating with operational needs, and increasing the availability of infrastructure and involvement of work units are crucial.

Keywords: Competency of Civil Servants, Education, Training Program

Submitted: 10 August 2024, Accepted: 31 August 2024, Published: 13 September 2024

1. Introduction

In determining the productivity success of a company or agency, Human Resources (HR) becomes the key factor. The demands and capabilities of the agency consist of optimal employee performance; therefore, human resource development is necessary. Good performance is one of the main values for a company's or agency's development (Ali, 2021). With proper human resource management, employees are supported to achieve and exceed established competency standards, thus making their work more effective (Area, 2021).

In its role, human resource management (HRM) is a management function related to organizational or agency management, including competency development and training. One crucial aspect of HRM is developing employees' competency,

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encompassing activities to increase employees' skills, knowledge and attitudes. Thus, they are prepared to encounter complex and dynamic work demands. This process includes identifying development needs, planning and implementing programs, and evaluating competency in order to ensure that employees greatly contribute according to their potential and abilities (Budiman, 2022). By identifying the skills required to achieve company goals, HRM can design appropriate development programs, involving interpersonal, leadership, and time management skills. These competencies enable employees to efficiently carry out their duties as well as adapt to the work environment transformation and solve problems.

Furthermore, (Edi Yusman et al., 2021) argued that competency development also improves employee retention. Employees who are supported in developing their skills tend to remain in the company. A good competency development program offers a positive work environment and motivates employees to develop. In addition, competency development can attract talented employees in the long term as their potential is recognized and developed.

Employee competency, as (Romadhona & Sumardjo, 2022) put it, is determined by the knowledge and skill development which improve performance. (Engkus & Pramadista, 2022) point out that employees are healthy workers, physically and mentally, who are required to achieve company or agency goals. State Civil Apparatus (ASN), including Civil Servants (PNS) and Contractual Public Servants (PPPK), are employees who work in the government and are appointed by civil service development officials under the law.

In government bureaucracy, an HR is known as a Civil Servant (PNS), an essential part of government organizations. If civil servants perform their duties well, innovatively, creatively, and productively, their duties and functions will be regarded as successful. On the contrary, if the apparatus is neither proactive nor functions well, the quality of performing the tasks and functions will be considered poor. In implementing government functions, namely, to provide high-quality services, the competence and performance of the officials in each organizational structure are required. Civil Servants (PNS) are a key component in the dynamic development process; therefore, they have to contribute significantly, mainly to government administration. In this case, particularly in Gunungsitoli, the Personnel and Human Resources Development Agency (BKPSDM) has the authority to organize education and training for employees. BKPSDM is responsible for carrying out some of the personnel duties in the apparatus training, including collecting materials and administering pre-service training, and in-service training, as well as executing tasks assigned by the Head of the Regional Personnel Agency.

This regulation follows the Gunungsitoli Mayor's Regulation (PERWAL) Number 15 Year 2024 concerning the Development of Civil Service Competency Through Education in the Gunungsitoli Government. This regulation ensures that high-quality civil servants can improve productivity and bureaucratic transformation and achieve

agency goals. Competency development includes practical and theoretical knowledge and skills to encounter digital challenges.

In addition to the Mayor's Regulation, the development of employee competency is listed in the 2020-2024 National Medium-Term Development Plan (RPJMN), which emphasizes the importance of human resources for bureaucratic officials in implementing technical programs and policies as civil servants. Nevertheless, public expectations for excellent service from civil servants have not been fulfilled. This issue correlates with the Law of the Republic of Indonesia Number 5 Year 2014 on State Civil Apparatus. The Indonesian government has issued Government Regulation Number 17 Year 2020 concerning amendments to Government Regulation Number 17 Year 2017 concerning the Management of Civil Servants, stating that competency development is carried out to improve the quality of human resources for Indonesian State Civil Apparatus (ASN) through sustainable competency development. This regulation explains that competency development is a continuous effort required of each individual and agency to improve knowledge, skills and attitudes to achieve superior competitiveness.

In committing to the primary tasks and functions of BKPSDM Gunungsitoli, qualified and professional human resources are required in the field. Improving employee quality is achieved through education and training, which becomes an integral part of the overall development of Civil Servants. Despite being a government organization, employee performance in BKPSDM Gunungsitoli contradicts the public's expectations. This issue was revealed from the field observation results.

From the field observation, there are several phenomena which hinder the optimization of employee performance in government organizations. Employee performance errors, which are basically avoidable, still occur, causing negative impacts on the organization. For instance, employees neither complete most of the tasks on time nor utilize working hours appropriately. Furthermore, a lot of employees argue that maximum effort is less necessary in government agencies as they are offered fixed salaries and benefits.

Another issue concerns the fact that Civil Servants are idle during working hours or utilize their working hours for other activities. This can be proven by several subsections in BKPSDM which take advantage of office operational hours by watching television or using social media. These phenomena significantly impact the poor performance of Civil Servants, as they have other activities aside from their primary obligations. As a result, they do not dedicate a lot to the organization.

This condition indicates the urge to increase the quality of human resources through continuous education and training. BKPSDM Gunungsitoli, whose function is to develop human resources, has to be more intensive in organizing education and training programs. These programs are expected to improve employee knowledge, abilities, skills, and performance. In the long term, improving the quality of human resources impacts positively the services provided to the public.

Poor employee performance in an organization has significant impacts and tends to disrupt the organization's operations and goals. First, poor employee performance may result in decreased overall productivity, in which the employee fails to complete projects and tasks on time. As a result, it hinders the employee from achieving organizational targets. Second, poor employee performance has implications for higher operational costs. When their tasks are not completed, they will require additional efforts to correct errors or repeat the work, which also requires more time and resources. Third, the hindered development and innovation in the organization is the specific long-term effect of poor employee performance. Employees who are unmotivated or less competent do not initiate to develop new ideas or improve work processes. Therefore, the study of the Impact of Implementing Education and Training Programs for Competency Development of Civil Servants in BKPSDM Gunungsitoli is crucial. Effective education and training programs can increase employee competency, enabling them to work better, innovate, and ultimately provide high-quality public services

2. Theoretical Background

Education and Training Definition

The Great Dictionary of Indonesian Language (KBBI) defines education as an effort to mature humans through teaching and training. Article 1 paragraph (9) of Law Number 13 Year 2003 concerning employment mentions that the terms education and training refer to all activities which provide, gain, improve and develop work competency, productivity, discipline, attitude and work ethic at a certain level of skills and expertise related to the education level and the job and role qualifications. In Government Regulation Number 101 Year 2000 concerning education and training, these terms mean a process aiming to improve an individual's performance in their job. Performance results from work undertaken with the expected values. Meanwhile, work results refer to the targets that an organization must achieve to achieve its goals. In a particular context, education and training are a process which produce a change in the target behavior. According to (Indrastuty et al., 2019), the benefits gained from education and training are improvement in the quality and quantity of productivity, learning time reduction required for employees to achieve specified performance standards, positive attitudes, loyalty and profitable collaboration, as well as meeting human resource planning requirements.

From several views regarding education and training, these two terms indicate a process of changing untrained employees into capable employees, and an effort to develop good human resources who are prepared for market competition. Teaching and learning processes using specific techniques and methods to increase individuals' work skills and abilities are examples of education and training.

Objectives of Education and Training

As stated in the Government Regulation Number 101 Year 2000 concerning Education and Training for Civil Servants, specifically in articles 2 and 3, education and training aim to:

1. Improve employees' knowledge, skills and attitudes; thus, they are able to carry out their job duties operationally based on civil servant ethics as required by the agency.
2. Establish an apparatus who is able to act as a renewal agent and maintain national unity.
3. Strengthen personality spirit and attitudes focusing on community empowerment,, protection and service.
4. Forming a common vision and dynamic mindset to execute development and government tasks to achieve good governance.

Stages of Education and Training

The education and training stages comprise organized and systematized steps to improve the skills, knowledge and abilities of an individual or group in handling tasks and functions. The following are several stages as mentioned by (Ariestanto et al., 2023):

1. Competency Development and Training
2. Pre-Assessment and Competency Test Preparation
3. Structural and Technical Education and Training
4. Education and Training Process
5. Resocialization
6. Stages of Education and Training at Professional Training Institutions

Types of Education and Training

Education and training are categorized according to their objectives, methods, and focus. The following are the types of education and training, as stated by (Alkarni, 2021):

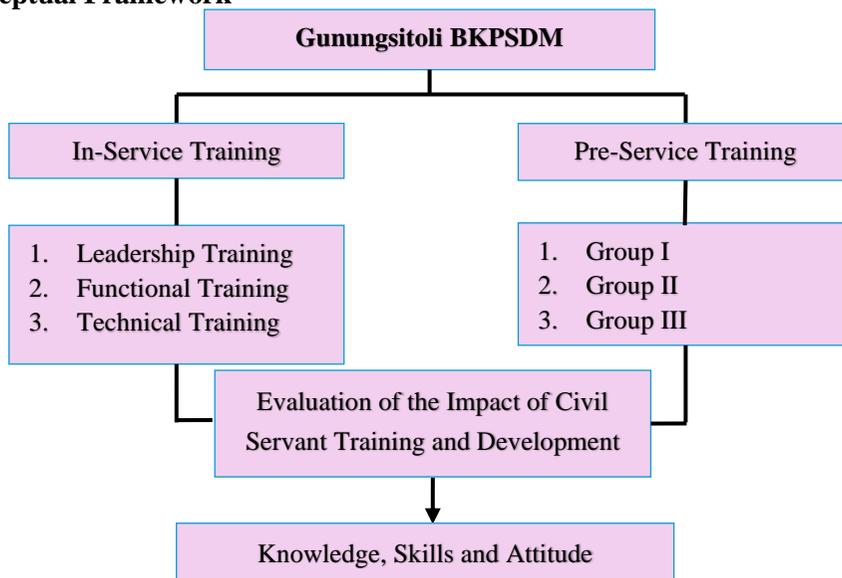
1. Formal education, which covers various fields of study and aims to provide a broad understanding.
2. Informal training, for instance, training in using new software or in communication and presentation skills.
3. Structural training, such as technical, functional, or leadership training.
4. Technical training, for instance, software use, tool use, or technology use training.
5. Functional Training encompasses administrative, financial, or management training.
6. Leadership training, which can be management, communication, or decision training.
7. Communication training, such as presentation, speaking skills, or listening skills training.
8. Skills Training, such as technical skills, administrative skills, or management skills training.
9. Career Development Training, for instance, skills, expertise, or leadership training.
10. Human Resource Development Training, including skills, expertise, or leadership training.

Education and Training Institution

Government institutions in education and training are organizational units in departments, government non-departmental institutions, secretariat of supreme state institutions, and local government entities responsible for managing training and education programs. (Karim, 2020) explains that each education and training institution has at least two primary sections involved in education and training management:

1. The Planning Section holds the responsibility to plan training and education programs according to the organization's requirements and the goals to achieve. Furthermore, it also develops efficient and effective curricula, materials and training methods.
2. The Implementation Section holds the responsibility to implement the planned training and education programs. It organizes and manages training activities and supervises program implementation to ensure that the goals are well achieved.

Conceptual Framework



2. Methodology

Using a qualitative method, this study explored and understood the meanings attributed by individuals or groups to human or social issues (Creswell in Amruddin, 2022:78). This observation focused on discovering the impact of implementing education and training programs for developing the competency of Civil Servants (PNS) at the Gunungsitoli Personnel and Human Resources Development Agency (BKPSDM). The data was gathered through interviews with employees, participatory observation, and documentary analysis related to education and training programs administered by BKPSDM. Miles and Huberman's model was applied to analyze the

data. As Miles and Huberman put it, in qualitative research, data analysis is carried out during and after completing the data in a specific period.

3. Empirical Findings/Result

1. Effectiveness of Education and Training Programs Implemented by BKPSDM Gunungsitoli to Increase Employee Knowledge and Skills

Gunungsitoli BKPSDM has implemented various education and training programs to strategically increase the knowledge and skills of civil servants (PNS). One of the main programs implemented is Pre-Service Training, aimed at prospective employees to prepare them with the basic knowledge and skills required to perform government duties. This program covers training modules, notably from public service ethics to government administration techniques, which are designed to ensure that new employees have an establishment to efficiently and professionally carry out their duties. Aside from these programs, BKPSDM administers specific technical and non-technical training according to the requirements of particular work units and departments. For instance, training on the use of personnel management information systems, budget management, and seminars and workshops focusing on recent problems in public administration. Through this comprehensive approach, BKPSDM strives to raise the quality of human resources in the Gunungsitoli government, hoping to create more professional and productive work atmosphere and more efficient and effective public services.

In the interview with Mr. Peniel Harefa, S.Sos, the President of Gunungsitoli BKPSDM, mentions that:

“Gunungsitoli BKPSDM has organized numerous education and training programs to improve employee competency. The main programs we implement consist of pre-service training for new employees, in-service training for active employees, and other technical and non-technical training relevant to the requirements of each work unit. Our main goal is to ensure that each employee has sufficient knowledge and skills to carry out their duties efficiently and professionally.”

Additionally, the President responds to the education and training programs administered by Gunungsitoli BKPSDM:

“These programs are both relevant and effective. They increase employee competence and professionalism in carrying out their duties.”

Ms. Noveni Laoli, S.H., the Head of BKPSDM Apparatus Competency and Performance Development Division Gunungsitoli, in our interview, affirmed that:

“Within the apparatus competency and performance development sector, we have implemented Technical and Managerial education and training, along with various workshops and seminars that aim to improve employees’ ability in specific areas such as information technology, project management, and

leadership. We are also active in promoting continuous training that aims to increase individual and collective performance of employees to provide the best services for the public.”

Additionally, she also gave her view related to the education and training programs that aim to improve practical skills which she has participated in:

“This program provides practical skills that can immediately be applied in the workplace, such as how to use management software and how to be an effective leader.”

The next interview was with Ms. Sukma Feriyani Zebua, S.T., who is the Head of General Affairs and Civil Service. In the interview, she stated:

“The General Affairs and Civil Service has a role in supporting the education and training programs by providing adequate facilities. We are also involved in administrating employees’ training, including organizing the training schedule, coordinating with the facilitator, and evaluating post-training results. These are done to ensure the success of implementing education and training programs.

Additionally, she also gave specific examples of how those programs have improved employees’ working competence.

“Information technology training has improved my skills in managing data and information systems, which really helps in administrative and employee management work. I feel more confident as I have gotten new knowledge and skills that are relevant to my work, along with the support from competent facilitators.”

Ms. Yenni Frida, S.E., a Gunungsitoli BKPSDM Young Expert Apparatus Human Resources Analyst, in the interview stated that:

“As a human resource analyst, I am involved in evaluating the effectiveness of education and training programs that have been implemented. We analyze the feedback from the participants of the training program along with its impacts on their work performance. Based on the evaluation, we are able to identify the areas that can be fixed and make sure that future programs can be more effective in improving employees’ competence.”

Afterwards, Ms. Tice Novelia Halawa, S.H., also a Gunungsitoli BKPSDM Young Expert Apparatus Human Resources Analyst, in the interview, she stated:

“In my role as a human resource analyst, I am involved in planning and implementing education and training programs. We have a focus in developing training module that corresponds with the employees’ needs and the purpose of the organization. Furthermore, we also do a comparative study and benchmarking with other institutes to adopt the best practice that can be implemented in our programs.”

Therefore, based on the interview answers from various informants at Gunungsitoli BKPSDM, we can see that BKPSDM has implemented various education and training programs that aim to improve civil servants' competence. The main programs that are implemented include pre-service education and training of the new civil servants, in-service education and training of the active civil servants, and various technical and non-technical training. These programs include specific areas such as information technology, project management, and leadership.

Furthermore, adequate administrative and facilitative support from General Affairs and Civil Service also plays a part in making sure that the programs are successfully implemented. Evaluation of the effectiveness of the training is carried out consistently to identify the areas that can be fixed and make future programs more effective. Developing a training module that corresponds to employees' needs and the organization's purpose also becomes the main focus, besides adopting the best practices through comparative study and benchmarking. Overall, Gunungsitoli BKPSDM has shown a firm commitment to improving employees' competence and performance through various comprehensive and continuous education and training.

2. Problems in Implementing Education and Training Program in Gunungsitoli BKPSDM

Problems that arise in implementing the education and training programs in Gunungsitoli show the challenges that should be faced to improve the competence and the quality of the government's employees. This can be seen from the interview with Mr. Peniel Harefa, S.Sos, the Head of the Gunungsitoli BKPSDM. In the interview, he stated his view regarding the effectiveness of the education and training programs that have been implemented.

"So far, we have identified that some technical training programs lack in integration with specific work units' needs in BKPSDM. This may decrease the relevancy and direct applicability of the teaching materials."

Next, regarding the education training schedule, he stated that:

"The schedule is often very tight and does not consider the employees' daily operational needs. We are still actively trying to improve schedule flexibility to be more suitable with the unpredictable nature of working and participants' availability."

Then, regarding the facilities that are being provided, he stated that:

"The provided facilities are fairly adequate. However, there is still room for improvement in information technology facilities and classrooms to be better in bolstering interactive and effective teaching and learning activities."

When asked about suggestions to improve the effectiveness of education and training programs in Gunungsitoli BKPSDM, he stated that:

"I recommend a systematic evaluation of the curriculum to make sure that it corresponds to employees' actual needs. Aside from that, developing further about the facilitator's competence and increasing collaboration among work units in planning training programs that are more integrated and effective."

Ms. Noveni Laoli, S.H., the Head of BKPSDM Apparatus Competency and Performance Development Division Gunungsitoli stated the problems while participating in the education and training program in BKPSDM:

“One of the problems that we faced was the lack of support from some work units regarding the implementation of the program, which occasionally influenced participation and the success of the program’s overall implementation.”

Afterward, in the interview, she stated her answers about how to solve those problems during the program:

“We do regular meetings with associated work units to improve the awareness of the education and training program’s benefits and ensure better coordination during the implementation.”

In the interview, she also stated that the facilitator or teacher in the education and training programs is fairly competent:

“In general, facilitators are fairly competent. However, some aspects such as a more interactive teaching approach and a more applicable learning material delivery can be improved to increase teaching effectiveness.”

Ms. Sukma Feriyani Zebua, S.T., the Head of General Affairs and Civil Services stated in our interview that:

“The provided facilities are fairly adequate for teaching-learning activities, despite there is still room for improvements in availability and accessibility in technology equipment that supports online and interactive teaching-learning activities.”

Afterward, Ms. Yenni Frida, S.E., a Gunungsitoli BKPSDM Young Expert Apparatus Human Resources Analyst, in the interview stated her suggestions in increasing the education and training programs in Gunungsitoli BKPSDM:

“I have suggested improvement on facilitating access towards learning resources that are more variable and recent, along with improving collaboration among work units in designing training programs that are more integrated and relevant with operational needs.”

Therefore, from various informants’ answers, we can see the idea about problems that arise and the suggestions that can be implemented to improve the effectiveness of education and training programs in Gunungsitoli BKPSDM.

3. Efforts in Solving the Problems that Arise During the Implementation of the Education and Training Program at Gunungsitoli BKPSDM

Based on the answers from the informants regarding the problems that arise during the implementation of the education and training program at Gunungsitoli BKPSDM, some inferences are identified. The main problem includes the lack of integration between the program and specific work unit’s needs, the program implementation schedule that is not always adequate, and the limitation in facilities that support an effective teaching-learning activity. Nevertheless, there are concrete efforts to solve these problems, such as evaluation of the curriculum to increase its relevance with the employees’ needs, better coordination among work units, improving facilitator’s competence, and improvement in information technology infrastructure.

The steps to increase the program's effectiveness include improvements in planning a more flexible schedule, improving the facilities that support teaching-learning activity, along with increasing internal coordination to make sure that the program is carried out according to plan. Continuous evaluation towards the compatibility of the curriculum with the employees' actual needs also becomes the key to ensuring that the implemented programs give optimal benefits in improving the knowledge and skills of Gunungsitoli BKPSDM employees.

5. Discussion

The education and training program in the Personnel and Human Resources Development Agency (BKPSDM) is an integral part of the local government's efforts to improve the competence and quality of public services. However, as seen in the interview results, observation, and document study, the implementation of this program does not always go as planned. Various problems arise which influence the program's effectiveness, for instance, the lack of integration between the program and specific work unit's needs, unoptimal scheduling, and the limitation of facilities.

1) Permasalahan dalam Pelaksanaan Program Pendidikan dan Pelatihan di BKPSDM Kota Gunungsitoli

1) The Suitability of the Curriculum with Employees' Needs

One of the main problems faced is the lack of suitability between the education and training curriculum program with various work units' needs in Gunungsitoli BKPSDM. The programs that are being implemented do not always meet the urgent needs of every work unit, which in turn, they do not give impactful results in improving the employees' performance and competence. As stated in Government Regulation Number 101 of 2000 concerning Education and Training of Civil Servants, articles 2 and 3 which mention the purpose of education and training:

- a. Improving knowledge, skills, and attitudes to carry out the tasks in the position operationally on the basis of civil servant ethics according to agency needs.
- b. Establishing an apparatus that acts as the agent of change and encourages nation unity.
- c. Strengthen personality spirit and attitudes focusing on community empowerment, protection and service.
- d. Forming a common vision and dynamic mindset to execute development and government tasks to achieve good governance.

2) The Lack of the Program's Integration with Operational Needs

The integration between the education and training program with daily operational needs in BKPSDM is still a problem. This can be seen from the education and training scheduling issues that do not always consider the dynamics in employees' work, along with the lack of support from some related work units in implementing the program.

3) The Limitation of Facilities and Infrastructure

Despite there are efforts to provide adequate facilities and infrastructure, such as classrooms and information technology, there are still limitations that inhibit teaching-learning activities. Some informants also stated that there is a need to improve information technology infrastructure so it can support more interactive and applicable teaching-learning activities.

4) **The Lack of Participation and Support from Related Work Units**

Full support from every related work unit is necessary for the education and training program's success. However, in practice, not every work unit is actively involved or supported in the implementation of this program. This may affect employees' participation and the overall success of the program.

5) **Time Management and Implementation Schedule**

The time management and implementation schedules that are not always flexible become another issue in program implementation. Employees tend to have a tight and fluctuating schedule, which causes them to have a hard time fully participating in every scheduled training session.

2) Steps to Solve the Problems and Improving Program's Effectiveness

In order to solve the problems above and improving the education and training program's effectiveness in Gunungsitoli BKPSDM, some concrete steps can be taken:

1) **Curriculum Evaluation and Revision**

This evaluation has to involve every stakeholder, including representation from every work unit in BKPSDM, to make sure that the program curriculum corresponds with employees' needs and is able to give optimal benefits.

2) **Improving the Integration with Operational Needs**

This can be carried out by being more active in involving managers and work unit leaders in planning and designing the program. Therefore, the learning materials will be more relevant and practical for the employees.

3) **Improving Facilities and Infrastructure**

BKPSDM needs to continuously improve facilities and infrastructure that support teaching-learning activities. This includes investing in more advanced information technology, comfortable classrooms equipped with modern facilities, and providing learning materials that are more varied and recent.

4) **Improving Work Unit's Participation and Support**

This can be carried out through more effective communication, clearer socialization about the benefits of the program, and giving incentives or certificates for active participation from the work units.

5) **Flexibility in Scheduling**

Further consideration in improving the training schedule's flexibility is needed. This can be carried out by considering individual approaches to employees' schedules and giving options regarding the training that can be accessed online or in module form that can be accessed at any time.

6) **Improving Facilitator's Competence**

The quality of teaching is highly influenced by the ability and competence of the facilitator. Therefore, BKPSDM should invest time and resources to train

and improve facilitators' competence so they can deliver more effective and inspiring learning materials to the participants.

7) **Monitoring, Evaluation, and Continuous Adjustment:**

The crucial last step is to regularly monitor and evaluate the implementation of education and training programs. From this evaluation, there needs to be an adjustment or continuous improvement so the implemented programs continue to be more relevant and have high quality.

By taking those steps comprehensively, it is hoped that Gunungsitoli BKPSDM can solve the problems in implementing the education and training program and further increase its effectiveness in improving the government employees' competence and quality in that area.

6. Conclusions

Based on the findings and discussion regarding the implementation of the education and training program in Gunungsitoli BKPSDM, along with the effect of the implementation towards improving civil servants' competence, three conclusions can be inferred:

1. **Positive Impact Towards Improving Employees' Competence**

The education and training program that has been implemented by Gunungsitoli BKPSDM has had a significant positive impact on improving civil servants' competence. Through this program, employees can improve their knowledge, skills, and attitudes that are relevant to their job position.

2. **Challenges in Implementation that Need to be Solved**

Despite having a positive impact, the implementation of the education and training program in Gunungsitoli BKPSDM is still faced with challenges. Problems such as the lack of obedience, discipline, and responsibility of the employees are indicated by the incompatibility of the curriculum with employees' actual needs, the lack of integration with operational needs, the limitation of facilities and infrastructure, and the lack of participation from related work units become the main issues that need to be solved. Steps in improving curriculum evaluation, improving the integration with operational needs, and improving facilities and infrastructure availability along with the participation of work units become crucial in improving the program's effectiveness in the future.

3. **Monitoring, Evaluation, and Continuous Adjustment:**

The last but not least step is to regularly monitor and evaluate the education and training programs. From this evaluation, adjustment or improvement based on feedback from participants and associated stakeholders is necessary. This approach assures that the program can be always relevant and effective and have a significant impact on improving Gunungsitoli BKPSDM's public service quality.

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