

Competency-Based Apparatus Education And Training Model In Improving The Performance Of Sumedang Regency Regional Government Apparatus

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Abstract

This research aims to examine and analyze how Competency-Based Apparatus Education and Training is implemented in Improving the Performance of Sumedang Regency Regional Government Apparatus. This research uses the research method used is a case study, while the type of approach in this research is qualitative. This research identifies key factors related to Competency-Based Apparatus Education and Training in the Regional Government of Sumedang Regency. The use of the Sumedang Simpati Akademi (SSA) Learning Management System (LMS) provides significant benefits for Sumedang Regency ASN, while optimal learning infrastructure in government buildings or through collaboration with providers also supports this. Collaboration with accredited training agencies or local government employees who are competent as Widyaiswara or Teaching Staff ensures the quality of material delivery. Time discipline is the main focus, where the regional government of Sumedang Regency emphasizes punctuality so that the implementation of Competency-Based Apparatus Education and Training can produce ASN who are qualified, competent and have high integrity. The Blended Learning model is considered suitable, especially if it pays attention to the dimensions of "Integration" with a focus on communication, consensus and collaboration between individuals and "Digitalization" with an emphasis on the quality and utilization of applications. The

conclusions of this research highlight the success of this strategy in improving the competency and performance of government officials in Sumedang Regency.

Keywords: *Apparatus Education, Competency, Performance, Government, Apparatus*

Introduction

The development and dynamics of changes in the economy and science and technology require every organization to continue to adapt. Human resources are one of the most important things to continue to adapt their capacity to these changes (Agusta & Jaya, 2017). Likewise with government organizations, Civil Servants as an important component in the delivery of public services need to increase their capacity and professionalism (Oroh et al., 2017)

In an agency, it is very necessary to have employee competency to achieve the set goals. Employee competency is a result of the work requirements that must be fulfilled by employees to obtain maximum results in their implementation. Employee competency lies in the human factor as the implementer of work activities (Basri & Johannes, 2022). So the human factor plays an important role in achieving results in accordance with the agency's objectives, because no matter how perfect the understanding of the technical rules according to the main duties and functions, without human power it will not be successful in producing goods or services in accordance with the objectives to be achieved (Mulia & Saputra, 2021) .

Law Number 5 of 2014 concerning State Civil Apparatus article 69 paragraph (1) states that civil servant career development is carried out based on qualifications, competencies, performance assessments and the needs of government agencies (Rakhmawanto, 2020). Meanwhile, based on Government Regulation Number 11 of 2017, it can be explained that the development of Civil Servant competencies must be supported by individuals who have certain requirements and leadership support in order to adapt to organizational needs. This will result in competency development which will foster employee loyalty at work and will maintain organizational stability (Supri, 2021).

Republic of Indonesia State Administration Institution Regulation Number 10 of 2018 concerning Development of Competency for Civil Servants in Chapter I concerning General Provisions Article 1 paragraph 5 states: "Competency is the knowledge, skills and attitudes/behavior of a civil servant that can be observed, measured and developed in carrying out the duties of his office". Furthermore, paragraph 6 states: "PNS Competency Development, hereinafter referred to as Competency Development, is an effort to fulfill civil servant competency needs with position competency standards and career development plans"

Forms of education and training are carried out through classical and non-classical education and training pathways. Classical education and training is carried out through a face-to-face learning process in the classroom, at least through education and training, seminars, courses and upgrading, while non-classical training routes at least include e-learning, on-the-job guidance, distance training, internships and exchanges between Civil Servants and private employees (Rahman et al., 2020). Competency development can be carried out independently, by the relevant government agency internally together with other government agencies that have accreditation to carry out certain competency development or together with independent competency development institutions (Sumanti, 2018).

The capacity and competence of human resources in the apparatus must continue to be improved and utilized in order to carry out government tasks in accordance with the spirit of bureaucratic reform in order to realize good governance. To achieve this, it can be done in various ways, one of which is through education and training for officials (Sartika & Kusumaningrum, 2017). Therefore, education and training for personnel needs to continue to be improved, perfected, updated and adapted to environmental developments, both at local, national and global levels, which are carried out comprehensively regarding institutions, systems, human resources for personnel and the substance of education and training (Hidayat & Sa'ud, 2015).

Local competence is built by the knowledge, skills and attitudes of individuals in government organizations to do something that is built together through various dynamics (Sumanti, 2016). In local competence, competence is inherited from previous individuals to new generations in government organizations. When inheritance occurs, various facts or realities can be found that require positive changes and negative habits that must be abandoned (Lase & Ndraha, 2023). Local competence is built by the knowledge, skills and attitudes of individuals in government organizations to do something that is built together through various dynamics (Sari, 2021). In local competence, competence is inherited from previous individuals to new generations in government organizations. When inheritance occurs, various facts or realities can be found that require positive changes and negative habits that must be abandoned (Sartika, 2017).

The target of education and training for civil servants is to create government officials who have the abilities or characteristics that officials should have, including the knowledge, skills and behavioral attitudes required based on the competency of the tasks and positions they will hold (Sakti & Mulyadi, 2015). The birth of bureaucratic reform provides discourse for the

government to improve the mindset of the apparatus. For this reason, civil servants who have positive character are needed. In the midst of an increasingly global and competitive world, all civil servants are required to receive education and apparatus training (Deni, 2014). According to Sedarmayanti and Dakhi (2017), education and training (training) for civil servants is an effort made by civil servants to improve their personality, knowledge and abilities in accordance with the demands of their position and job requirements as civil servants.

Competency Based Education and Training is one approach in developing Human Resources. Apart from that, Competency Based Education and Training is a process designed to develop specific abilities and skills, to achieve work results based on predetermined performance targets (Agussalim et al., 2022). This is in accordance with research from that the competency-based education and training model as a training approach offered, focuses on practical activities in its implementation, and is also a learning innovation. The implementation of the developed competency-based education and training model shows the effectiveness of obtaining learning outcomes which are supported by systematic and adaptive relationships between components (Muslihin, 2016).

This research was chosen to explore various aspects related to the Sumedang Regency Regional Government's efforts to improve employee competency in order to achieve quality government standards and compete globally. These steps were taken in order to improve organizational and individual performance, in line with the vision of achieving world-class government. Apart from that, this research is also relevant to the implementation of career and succession planning which is being carried out by the Regional Government of Sumedang Regency. Thus, this research aims to contribute to identifying employee potential that can support career planning, so that it can improve employee performance towards a clearer and more focused direction in their career development.

Research Method

The type of research used in this research is qualitative research. This can be seen from the established procedures, namely research procedures that produce descriptive data: speech or writing and observed behavior of the people (subjects) themselves (Yulianah, 2022). Qualitative research is research to answer problems that require in-depth understanding in the context of the time and situation concerned, carried out naturally and naturally in accordance with objective conditions in the field without any manipulation, and the type of data collected is mainly qualitative data. In this research, case study research is used. According to Suharsimi,

(2006) a case study is an approach that is carried out intensively, in depth and in depth towards certain symptoms. Stake added that the emphasis of case studies is to maximize understanding of the case being studied and not to obtain generalizations, the case can be complex or simple and the time to study can be short or long, depending on the time to concentrate. To collect the necessary data, the author used observation, interviews and documentation methods. The data that has been collected is then analyzed according to Huberman (2014) which includes reduction, data presentation and verification.

Results And Discussion

Competency of State Civil Apparatus

Competency-based education and training for officials plays an important role in improving the performance of Sumedang Regency Regional Government officials. In line with the Vision and Mission of the Regional Head, the implementation of training in this environment is designed to make a significant contribution to achieving the goals and targets of the 2018-2023 RPJMD. In order to achieve this vision, the Sumedang Regency Regional Government has designed training programs, activities and sub-activities which are specifically budgeted through the Sumedang Regency BKPSDM.

This training not only aims to improve technical skills, but also focuses on developing competencies that are relevant to job demands in the modern era. By responding to the dynamics and complexity of government tasks, this training program is designed to ensure that officials have the knowledge and skills in accordance with the latest developments in government governance. Thus, through a competency-based approach, this training is expected to empower Sumedang Regency Regional Government officials to face challenges effectively and improve their performance in realizing

There are three types of competencies that ASN need to have, namely technical competencies, managerial competencies and socio-cultural competencies through 2 forms of training, namely classical and non-classical.

Technical Competency

Technical competency is the first type of competency that is essential in assessing the qualifications and performance of Sumedang Regency Regional Government officials. Measuring this competency can be done by considering the level of education, functional

technical training and work experience concerned. Relevant education and specialization in a particular field are the main indicators for assessing the availability of technical knowledge needed to carry out government duties.

The first aspect that needs to be considered is the individual's ability to understand the concept of competency in their field. This includes an in-depth understanding of the theories, methods and principles underlying the functions and tasks carried out by the apparatus. With a strong understanding of concepts, officers can be more effective in applying their knowledge in daily tasks. Furthermore, technical competence also includes the ability to carry out the basic concepts of field competence according to the area and function. This includes the practical application of theoretical knowledge into concrete actions in work situations. Thus, concept implementation skills are a vital indicator for assessing a person's level of technical competence.

The importance of continuous development is also reflected in technical competencies, where individuals are expected to be able to develop their field competencies. This involves the ability to keep up with the latest developments in the field, adapt to changing work demands, and contribute to innovations that can improve overall organizational performance. Thus, competency development becomes the basis for achieving mutual benefit and progress in the regional government environment. Technical competency not only includes mastery of theory and practice, but also the ability to develop oneself continuously. The Regional Government of Sumedang Regency can ensure that their apparatus has the necessary technical competence through a holistic assessment of these aspects, to support effectiveness and sustainability in carrying out government duties.

Managerial Competence

Managerial competence is a crucial element that must be possessed by the State Civil Apparatus (ASN) within the Sumedang Regency Regional Government. Evaluation of this competency will be carried out at the educational level, with a focus on knowledge, skills and attitudes in managing organizational units. These aspects provide an important foundation for the managerial abilities required for efficiency and effectiveness in carrying out administrative tasks.

First of all, an important aspect of managerial competence is the individual's ability to act in accordance with the values, norms and ethics of the organization. This shows the importance of conforming ASN behavior with the values upheld by local governments. Thus, managerial

competence does not only include technical aspects, but also ethical elements which are the basis for integrity and quality service. Furthermore, participation in work groups is an aspect that is no less relevant in managerial competence. Managerial success is not only determined by individual abilities, but also by the ability to collaborate and communicate effectively within a team. Good managerial competency includes the ability to lead, contribute and collaborate with colleagues in achieving common goals.

The third aspect of managerial competence is the ability to convey information clearly, completely and with the same understanding. Effective communication is key in a management context, whether in conveying instructions, providing feedback, or explaining policies. With good communication skills, ASN can ensure uniform understanding among team members, prevent misunderstandings, and improve overall organizational performance. In order to ensure the success of managerial competence, continuous development and training needs to be carried out. The Regional Government of Sumedang Regency can design education and training programs that support the development of ASN's managerial competence, so that they can become effective leaders and have integrity in carrying out government duties.

Socio-Cultural Competence

Socio-cultural competency is a crucial dimension to be implemented by the State Civil Apparatus (ASN) in the Regional Government of Sumedang Regency. Assessment of this competency will focus on work experience related to religious, ethnic and cultural aspects, recognizing the importance of sensitivity to social and cultural dynamics in public services.

First, sensitivity in understanding and accepting existing progress is an important aspect of socio-cultural competence. ASN is expected to have a deep understanding of societal development, both in terms of technology, economics and culture. In this way, they can be more responsive to changes and able to adapt to the dynamics that occur in society. Furthermore, promoting attitudes of tolerance and unity is the main goal in building socio-cultural competence. ASN is expected to act as a social glue agent capable of overcoming differences and strengthening solidarity between citizens. In carrying out their duties, ASN needs to ensure that the policies and services provided reflect the values of tolerance and unity, respecting the diversity of society.

The final aspect of socio-cultural competence is the ability to appreciate and emphasize equality and unity. ASNs are expected to be able to understand and respect differences in religious, ethnic and cultural backgrounds in carrying out their duties. By promoting equality

and unity, ASN can create an inclusive environment and support diversity in society. The importance of socio-cultural competence shows that quality public services do not only involve technical and managerial aspects, but also require sensitivity to the local social and cultural context. Therefore, efforts to develop socio-cultural competence need to be strengthened through relevant work experience, training and educational approaches so that ASN can become the main pillar in creating a government that is inclusive and responsive to community needs.

Factors That Must Be Considered Regarding Competency-Based Apparatus Education And Training

Factors that must be considered regarding Competency-Based Apparatus Education and Training in Improving the Performance of Sumedang Regency Regional Government Apparatus can be identified through the factors of Learning Infrastructure, Learning Modules, Widyaaiswara Teaching Methods and Time Discipline. As for this, it can be concluded that:

Learning Infrastructure

Competency-Based Apparatus Education and Training in the Sumedang Regency Regional Government is facilitated by the Sumedang Simpati Akademi digital Learning Management System (LMS) platform. Through this platform, ASNs have structured and measurable access to training materials relevant to the required competencies. LMS enables the development of technology-based skills and knowledge, thereby creating an effective and up-to-date learning environment.

Government buildings are the main infrastructure for providing education and training for local government officials. This facility is designed to support interaction and collaboration between participants and facilitate the delivery of material by the instructor. However, if the use of government buildings is not possible, the Regional Government of Sumedang Regency collaborates with infrastructure providers to ensure the smooth implementation of education and training. This collaboration includes providing adequate space, supporting technology and other facilities to ensure the effectiveness of learning programs.

In addition, collaboration with infrastructure providers provides necessary flexibility, especially in situations where the use of government buildings is limited. This reflects the commitment of the Regional Government of Sumedang Regency to continue to provide education and training consistently, without being hampered by physical obstacles. By utilizing various infrastructure, including collaboration with external parties, local governments can

provide quality education and training, support the development of apparatus competencies, and strengthen their performance in carrying out government duties.

Learning module

Sumedang Simpati Akademi's Learning Management System (LMS) presents a number of learning modules designed to support continuous training for Sumedang Regency Regional Government officials. These modules cover various aspects, from increasing technical competence to developing managerial and socio-cultural skills. The diversity of modules ensures that the training provided through this platform can meet the needs of diverse ASNs with different duties and responsibilities within local government.

The teaching methods implemented through Sumedang Simpati Academy include two main approaches, namely Self Learning and E Learning (Non-Classical) and Classical. The Self Learning and E Learning approaches provide flexibility for participants to learn independently through access to digital learning materials. This way, ASNs can choose the time and place to study according to their schedule and personal preferences. This approach leverages technology to provide self-paced learning, allowing participants to adjust their learning pace.

On the other hand, the Classical approach involves direct interaction with the instructor or presenter. This can be done both face-to-face and via virtual platforms. This approach provides participants with the opportunity to participate in discussion sessions, ask questions directly, and interact with the instructor and fellow participants. This combination of teaching methods provides excellence, creating a balanced learning experience between direct and independent interaction, according to the learner's characteristics and preferences. With the Sumedang Simpati Akademi LMS and various teaching methods, the Regional Government of Sumedang Regency is creating a dynamic and responsive learning ecosystem. This allows ASN to continue to develop their skills and knowledge on an ongoing basis, creating a workforce that is more competent and ready to face the challenges of regional government tasks that continue to develop.

Widyaiswara Teaching Method

Collaboration between Widyaiswara or Teaching Staff and accredited training bodies is an important strategy in providing education and training in the Regional Government of Sumedang Regency. Involving an accredited training agency can ensure that the training material is delivered by experts who have a deep understanding of their field. The involvement

of teaching staff from accredited training bodies can also improve the quality and standards of the education provided.

In addition, utilizing competent regional government employees as Widyaiswara or Teaching Staff is a step that is in line with regional government policy to utilize internal resources optimally. Government employees who have expertise and experience in a particular field can be valuable contributors in delivering training materials. Apart from that, their involvement as teachers can also provide practical views and field experience that can be applied directly by the participants.

By collaborating with accredited training agencies and utilizing the internal competence of regional government employees, the Regional Government of Sumedang Regency can create strong synergies in the provision of education and training. This collaboration provides a guarantee that the training provided has high quality standards, is relevant to the needs of the organization, and can result in real performance improvements from participants. As part of the HR development strategy, this step supports local government efforts to ensure that government officials have the knowledge and skills that are in line with job demands and the latest developments.

Time Discipline

In the context of time discipline, the Regional Government of Sumedang Regency emphasizes its commitment to always prioritize punctuality in the implementation of Competency-Based Education and Training for Officials. Time regularity is an important key to ensuring the smoothness and effectiveness of every training activity held. Regional governments realize that punctuality is the main foundation in creating an efficient and productive educational environment.

The timely implementation of Competency-Based Apparatus Education and Training in Sumedang Regency has a long-term goal, namely producing ASN who are qualified, competent and have high integrity. By emphasizing punctuality, the Regional Government of Sumedang Regency ensures that training participants can follow the program well without being hampered by schedule problems. This also creates an environment that fosters the enthusiasm and commitment of ASN to continue to improve their capacity and abilities.

The importance of time discipline in the context of Competency-Based Apparatus Education and Training also reflects the values of transparency and accountability. By maintaining punctuality, local governments can provide confidence to the public that

investments in human resource development for government officials are well managed and provide optimal results. In other words, time discipline is a reflection of the regional government's commitment to providing quality and responsive public services.

The Blended Learning model is considered very suitable for Competency-Based Education and Training of Officials in the Regional Government of Sumedang Regency. By integrating face-to-face learning and online learning, this model allows for more flexible, adaptive and varied training. The main strength of this model lies in its ability to accommodate a variety of learning styles and participant needs, while maintaining the social interaction and collaborative experiences required in a local government environment.

The focus on the "Integration" dimension with indicators of communication between individuals, consensus between individuals, and cooperation between work units places emphasis on the importance of interaction between participants and work units in the context of education and training. Meanwhile, the "Digital Technology" dimension with a focus on application quality and application utilization ensures that technology is used optimally to support the learning process. By utilizing the right technology, the Regional Government of Sumedang Regency can create a learning experience that is effective, efficient and responsive to the dynamics of regional government tasks.

Conclusion

Based on the analysis carried out in the previous chapter, it can be concluded that Competency-Based Apparatus Education and Training in the Sumedang Regency Regional Government has been carried out in accordance with the provisions of the applicable laws and regulations. The implementation of the training is based on the Vision and Mission of the Regional Head, which significantly contributes to achieving the goals and targets of the 2018-2023 RPJMD. Programs, activities and sub-activities that have been budgeted at BKPSDM Sumedang Regency support the effective implementation of training. Apart from that, there are three types of competencies that are the focus of training for ASN, namely technical competencies, managerial competencies and socio-cultural competencies. The training process is carried out in two forms, namely classical and non-classical, which includes teaching methods through Self Learning, E Learning (Non-Classical), and Classical. Collaboration with accredited training bodies or the use of competent local government employees as Widyaiswara or Teaching Staff are strategies to ensure the quality of material delivery. Crucial factors that influence the implementation of Competency-Based Education and Training for Officials

include learning infrastructure, learning modules, teaching methods, and time discipline. The use of the Simedang Simpati Akademi Learning Management System (LMS) as a digital platform has provided easy access through learning modules, which supports ongoing training. Apart from that, awareness of time discipline remains a priority, ensuring that program implementation runs according to schedule to produce ASN who are qualified, competent and have high integrity. This conclusion shows that the Regional Government of Sumedang Regency has succeeded in implementing Competency-Based Apparatus Education and Training well, in accordance with the established principles.

Conflict Of Interest

The Author declares that there is no conflict of interest.

Fundings

None.

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