

Analysis of the Implementation of Education and Training Programs for State Civil Apparatus: A Study at the Makassar City Regional Personnel and Human Resource Development Agency

R. Rahmatia¹

¹Department of Public Administration, Faculty of Social Sciences and Law, Universitas Negeri Makassar, Makassar, Indonesia.

Corresponding Email: trahmatia364@gmail.com

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Abstract

Improving the competence of State Civil Apparatus (ASN) is essential for establishing effective, competent, and efficient government bureaucracy. The government has implemented various education and training initiatives to enhance the competencies of ASN employees. Designing and implementing competency development programs for ASN employees is a strategic responsibility of the Regional Personnel and Human Resource Development Agency (BKPSDMD) of Makassar City. This study aims to examine the factors that support and hinder the development, implementation, and evaluation of education and training programs for ASN at BKPSDMD Makassar City. This study employed a qualitative research method with a descriptive approach. Data were collected through document analysis, observation, and interviews with stakeholders involved in the implementation of ASN training programs. The findings indicate that although the ASN training programs at BKPSDMD Makassar City have been implemented to improve employee competencies, several challenges remain, including budget constraints, misalignment between training programs and job requirements, and inadequate post-training evaluation. Therefore, a more competency-oriented training development plan that aligns with employees' professional needs is required to ensure tangible improvements in ASN performance.

I. INTRODUCTION

State Civil Apparatus (ASN) employees play an important role in ensuring the effective delivery of public services and the implementation of government administration. To fulfill these responsibilities, ASN employees require relevant knowledge, technical skills, professional attitudes, and the ability to adapt to changes in public-sector governance. Changes in regulations, technological developments, and increasing public expectations require government institutions to continuously strengthen employee competencies. Accordingly, competency development through education and training represents an important component of efforts to establish a professional, efficient, and service-oriented bureaucracy (Suarlin, 2025).

Education and training programs contribute to competency development by addressing the gap between employees' existing capabilities and the competencies required by their positions. Well-designed training programs should be based on organizational needs, employee competency requirements, and the strategic objectives of government institutions. In this context, education and training should not be understood solely as administrative activities but also as an



instrument for improving individual capacity and organizational performance. Previous research has indicated that competency development through training, including online learning, can support the improvement of ASN employees' abilities in performing their duties (Putri et al., 2025).

The importance of competency development has become more apparent in the context of digital transformation. Government institutions are increasingly required to adopt digital technologies, improve service efficiency, and respond to changes in citizens' needs. Consequently, ASN employees need digital competencies, innovative capabilities, and adaptability to changing work systems. The development of the Smart ASN concept emphasizes the importance of preparing government employees to respond to the demands of modern public administration and digital public services (Suarlin, 2026). However, digital competency development must be integrated into a broader competency management system that also considers employees' professional responsibilities and organizational needs.

The effectiveness of education and training programs depends not only on the availability of training activities but also on the quality of their planning, implementation, and evaluation. Training programs should be preceded by an assessment of competency needs to ensure that the content, participants, learning methods, and instructional resources are relevant to employees' responsibilities. In addition, the competencies acquired during training need to be supported through opportunities for application in the workplace. An integrated and continuous approach to competency development can strengthen the relationship between employee learning, organizational objectives, and public service performance (Sumanti, 2025b).

Despite the importance of education and training, implementation challenges may limit the achievement of competency development objectives. These challenges can include inadequate training needs analysis, limited financial resources, insufficient alignment between training content and job requirements, and weak post-training evaluation. Training outcomes may also be difficult to sustain when employees do not receive adequate organizational support to apply newly acquired knowledge and skills in their work environment. Previous research has highlighted the importance of systematic planning, training relevance, and organizational support in determining the implementation of ASN competency development programs (Ngongo et al., 2025).

Previous studies have discussed ASN competency development through education and training, digital learning, and integrated organizational learning. Yuliati (2025) examined ASN management strategies through an education and training program at the Secretariat General of the Regional Representative Council of the Republic of Indonesia (Setjen DPD RI). Engriyani (2025) investigated the context and input components of a program for developing sales force competencies through education and training, while Pangesthu & Rodiyah (2025) examined the implementation of the Smart ASN application to improve personnel services at the Regional Personnel Agency of Sidoarjo Regency. These studies provide relevant perspectives on training management, competency development, and digital personnel services. However, their institutional contexts and research focuses differ from the implementation of ASN education and training programs at the Regional Personnel and Human Resource Development Agency of Makassar City. Further examination is therefore required, particularly regarding the connection between competency needs, program planning, training delivery, evaluation, and workplace application. The existing literature provides a basis for understanding the importance of competency development, but it does not fully explain how these aspects are implemented within the specific institutional context of BKPSDMD Makassar City. Therefore, a context-specific analysis is necessary to understand the implementation process and the factors that support or constrain the delivery of ASN education and training programs.

The Regional Personnel and Human Resource Development Agency (BKPSDMD) of Makassar City is a local government institution involved in the management and development of human resources within the Makassar City Government. The implementation of education and training programs at this institution is important to examine because the quality of competency development may be influenced by institutional planning, resource availability, training relevance, and evaluation practices. An analysis of these dimensions can provide information about how training programs are organized and how their implementation relates to the competency development needs of ASN employees.

This study contributes a context-specific analysis of ASN education and training programs at BKPSDMD Makassar City by examining program planning, implementation, evaluation, and the supporting and inhibiting factors associated with these processes. Practically, the findings are expected to provide information that can support improvements in competency-based training management, the alignment of training programs with job requirements, and the strengthening of post-training evaluation. Academically, the study provides empirical evidence concerning the implementation of ASN competency development within a local government institution. The contribution should be understood in relation to the scope of the study and the findings obtained through the qualitative research process. Based on this background, this study aims to analyze the implementation of education and training programs for State Civil Apparatus at the Regional Personnel and Human Resource Development Agency of Makassar City. Specifically, it examines the planning, implementation, and evaluation of the programs, identifies the supporting and inhibiting factors, and formulates recommendations for improving the management of ASN competency development within the Makassar City Government.

II. LITERATURE REVIEW

2.1. ASN Competency Development

ASN competency development is an important component of public-sector human resource management. It aims to improve the knowledge, skills, and attitudes required by employees to perform their duties effectively. Competency development includes technical, managerial, and social competencies, which should be aligned with employees' job responsibilities and institutional objectives. Therefore, competency development should involve competency mapping, continuous learning, workplace-based development, and organizational support. Sumanti (2025a) discusses the transformation of ASN competency development through the ASN Corporate University approach, which emphasizes integrated and continuous learning. This approach connects employee development with organizational performance. Prasetyo et al. (2025) highlight technical training, formal education, workplace learning, and competency mapping as components of ASN competency development. Similarly, Karinda & Nursin (2023) emphasize the development of knowledge, skills, adaptive leadership, innovation, and motivation through education and training. Lase & Ndraha (2023) further highlight the importance of knowledge, skills, and attitudes in ASN competency development. These studies indicate that competency development should be based on employee needs and organizational objectives rather than training participation alone. Nur et al. (2025) reported that competency-based training was associated with improvements in participants' knowledge, practical skills, and professional attitudes. This perspective is relevant to ASN competency development because training

programs should be aligned with the competencies required for employees' professional responsibilities.

2.2. Implementation of Education and Training Programs

The implementation of education and training programs includes planning, participant selection, curriculum development, instructional delivery, resource provision, and workplace application. Training programs should be relevant to employees' duties and institutional priorities. Widayanto et al. (2021) through the CIPPO perspective, emphasize planning, implementation, training material suitability, infrastructure, instructor competence, and training outcomes. These components demonstrate that training quality is influenced by the relationship between program planning, available inputs, implementation processes, and outcomes. Zainuddin and Sagala (2011) explain that training management involves participant determination, organizational arrangements, and curriculum preparation. The suitability of training materials and resources also influences the application of training outcomes. Heriati et al. (2023) examine education and training implementation at the Main Harbor Office of Tanjung Perak Surabaya and identify challenges related to evaluation and the application of acquired skills. These studies indicate that successful training implementation requires more than completing program activities (Suarlin et al., 2025). It also requires relevant materials, adequate resources, competent instructors, and opportunities to apply learning outcomes in the workplace.

2.3. Evaluation of Education and Training Programs

Evaluation is an essential component of education and training management because it provides information about program implementation, learning outcomes, competency development, and post-training application. Rahmadiyah et al. (2024) emphasize the evaluation of training processes, outcomes, and follow-up activities. Evaluation findings can support curriculum revision, improvements in learning methods, and continuing support for participants and alumni. Septianto and Gofur (2024) explain that training evaluation involves data collection, analysis, and reporting to determine program benefits and identify necessary improvements. Meanwhile, Octiorizaldy et al. (2024) discuss leadership training evaluation in relation to personnel development and institutional policy. These studies indicate that evaluation should not be limited to participant satisfaction or administrative completion. It should also consider competency achievement, workplace application, and the use of evaluation findings to improve subsequent training programs. In this study, evaluation focuses on the implementation of evaluation processes and post-training follow-up rather than statistically measuring the causal effect of training on employee performance.

2.4. Supporting and Inhibiting Factors

The implementation of ASN education and training programs is influenced by financial, organizational, policy-related, and participant-related factors. These include budget availability, institutional policies, infrastructure, instructor competence, organizational support, and participant participation. Sedayu & Adiyasa (2024) identify budget, policy, resources, organizational support, and participant involvement as contextual factors associated with training success. These factors demonstrate that training implementation is influenced not only by the

program design but also by the institutional environment. Efendi & Frinaldi (2024) emphasize clear policies, organizational support, and active participation as supporting factors for ASN innovation. Conversely, budget limitations, resource constraints, and resistance to organizational change may hinder implementation. Arifin & Gaol (2023) similarly highlight the importance of adequate budgets, clear policies, sufficient resources, organizational support, and participant involvement. These findings suggest that the successful implementation of training requires a supportive organizational environment and adequate resources. In the context of BKPSDMD Makassar City, these factors are examined to identify conditions that support or constrain training planning, implementation, evaluation, and workplace application.

2.5. Synthesis of Previous Studies and Research Gap

Previous studies have examined ASN competency development, education and training implementation, program evaluation, and contextual factors. Sumanti (2025), Prasetyo et al. (2025), Karinda and Nursin (2018), and Lase and Ndraha (2023) provide perspectives on competency development and training needs. Widayanto et al. (2021), Zainuddin and Sagala (2011), and Heriati et al. (2023) focus on program planning, implementation, resources, and the application of training outcomes. Meanwhile, Rahmadiyah et al. (2024), Septianto and Gofur (2024), and Octiorizaldy et al. (2024) emphasize the importance of evaluation and post-training follow-up. Other studies identify budget, policy, organizational support, and participant participation as factors influencing training implementation (Arifin & Gaol, 2023; Efendi & Frinaldi, 2024; Sedayu & Adiyasa, 2024). Although these studies provide relevant insights, they examine different institutional contexts and research focuses. Their findings cannot automatically be generalized to BKPSDMD Makassar City. Therefore, a context-specific analysis is needed to examine the relationship between training needs, program planning, implementation, evaluation, and workplace application within the institution. This study addresses that need by analyzing ASN education and training programs at BKPSDMD Makassar City, including their supporting and inhibiting factors. The findings are expected to provide empirical information for improving competency-based training management and strengthening the relevance and sustainability of ASN development programs.

III. RESEARCH METHODS

This study employed a qualitative research method with a descriptive approach. The research was conducted at the Regional Personnel and Human Resource Development Agency (BKPSDMD) of Makassar City, which is responsible for organizing, implementing, and evaluating competency development programs for State Civil Apparatus (ASN). The study used both primary and secondary data. Primary data were collected through interviews with stakeholders involved in ASN training programs and through observation. Secondary data were obtained from official documents, laws and regulations, training activity reports, and relevant literature. Data were collected through observation, interviews, and document analysis. The data were analyzed using the interactive model developed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing.

IV. RESULT AND DISCUSSION

4.1. Planning of ASN Education and Training Programs at BKPSDMD Makassar City

Employee competency improvement depends on the planning of ASN education and training programs. To ensure that the training programs offered are aligned with job demands and organizational objectives, effective planning must be based on identifying ASN competency needs. Through training needs analysis, institutions can determine the types of competencies that need to be developed, target participants, and appropriate learning methods. According to Indriasari et al. (2024), ASN competency development strategies should be systematically formulated by considering organizational needs, changes in the bureaucratic environment, and demands for improved public service quality. Thus, training planning should not merely focus on conducting training activities but should form part of a broader strategy for strengthening employee capacity. When preparing training and development programs within BKPSDMD Makassar City, the Makassar City Government's standards for developing competent and professional ASN employees must be considered. The planning stages include mapping ASN competencies, preparing training programs, selecting participants, providing instructors, and allocating supporting resources. Competency-based planning is necessary to ensure that every training activity addresses gaps in employees' abilities to perform their duties and functions. Fitriyah (2024) explains that ASN competency development through an integrated learning system should connect individual employee needs with organizational strategies so that learning activities can contribute to improved employee performance.

In addition to internal organizational needs, ASN training planning must consider developments in the government's strategic environment, such as digital transformation, changes in public service patterns, and the need for an adaptive bureaucracy. Therefore, training programs must be dynamic and capable of adapting to the competencies required by ASN employees. According to Sumanti (2025a), implementing a Corporate University strategy to transform ASN competency development is one way to establish a more focused, sustainable, and organizationally aligned learning system. This approach demonstrates that competency development planning cannot be conducted in isolation but must be integrated into the broader human resource management strategy of government institutions. Based on this discussion, the planning of ASN training programs at BKPSDMD Makassar City is an important factor in ensuring the effectiveness of competency development. Planning conducted through needs analysis, competency mapping, and alignment with organizational objectives will produce more targeted training programs. Conversely, inadequate planning may cause training programs to become merely administrative activities without producing significant changes in ASN performance. Therefore, to produce civil servants who are competent, flexible, and capable of contributing to improved public service quality, BKPSDMD Makassar City must continue strengthening its competency-based training planning system.

4.2. Implementation of ASN Education and Training Programs

The implementation of ASN training programs represents the application stage of the competency development plan prepared by the institution. At this stage, program success is influenced by various aspects, including learning methods, instructor competence, participant readiness, and the availability of supporting facilities and infrastructure. Within BKPSDMD

Makassar City, training serves as a strategic instrument for improving ASN capabilities so that employees can perform government duties professionally. In addition to increasing academic knowledge, training programs should focus on developing practical skills that can be applied in daily work. Effective training implementation must produce changes in ASN competence and performance after participants complete the training. Based on the findings of Shefani & Jaya (2024), job training is associated with higher performance quality among ASN employees because it provides government personnel with opportunities to improve their technical competence and understanding of their duties. The study confirms that training implementation must be optimally managed so that the materials provided are relevant to job requirements and can contribute to the achievement of organizational objectives.

To ensure that the resources used generate maximum impact, training implementation must consider operational effectiveness in addition to the quality of materials and instructional strategies. According to Malika et al. (2024), the use of digital-based training materials for ASN competency development can improve learning effectiveness by providing flexible access and creating a more adaptive learning environment. The use of technology in training implementation is an alternative for government institutions to expand opportunities for ASN competency development and improve the efficiency of training delivery.

4.3. Evaluation of ASN Education and Training Programs

Evaluating ASN education and training programs is crucial because it measures program effectiveness and success. Through evaluation, institutions can determine the extent to which training objectives have been achieved and assess the benefits of training for improving ASN competence, work behavior, and performance. Evaluation should not focus solely on the implementation process but should also examine the long-term impact of training on public service quality and the achievement of organizational objectives. Training program evaluation can be conducted through several aspects. First, process evaluation aims to assess the quality of training delivery, including the relevance of materials, learning methods, instructor competence, supporting facilities, and participant satisfaction. This assessment is important to ensure that education and training activities follow established guidelines. Second, learning-outcome evaluation is used to measure changes in participants' knowledge, skills, and abilities after training. This measurement can be conducted through pre-training and post-training assessments, competency examinations, or evaluations of participants' understanding of the materials provided. Third, implementation evaluation is a further stage that assesses the extent to which competencies acquired during training are applied in the workplace.

This stage is an important indicator of training success because effective training should not only produce participants who understand the material but also improve the quality of their duties and responsibilities. Kharis et al. (2024) showed that post-training evaluation plays an important role in determining the sustainability of training impacts on employee performance. Training success must therefore be measured through changes in work behavior and improvements in employee capabilities after participation in competency development programs, rather than merely through attendance. Based on this analysis, the ASN training programs at BKPSDMD Makassar City need to be evaluated comprehensively and continuously. Evaluation should not be conducted only while training is taking place but should continue through monitoring the application of ASN competencies after employees return to the workplace. Program success cannot be assessed solely by the number of ASN employees who attend training

or the number of certificates issued. It must also be assessed through changes in work quality, increased productivity, and employees' contributions to improved public services.

4.4. Supporting Factors in the Implementation of ASN Training Programs

Several supporting elements contribute to competency development and influence the successful implementation of ASN education and training programs at BKPSDMD Makassar City. These supporting elements are shaped by the external environment that encourages program sustainability, as well as by the organization's internal components. To ensure that training programs operate according to established objectives, strong training management systems, institutional support, resource readiness, and regulatory availability are essential. The success of ASN training and development programs also depends on cooperation among the local government, training providers, and participants. ASN employees can obtain better opportunities for competency development when strong support is provided by various stakeholders. These supporting elements constitute an important foundation for improving training effectiveness at BKPSDMD Makassar City. They ensure that the programs do not merely transfer knowledge but also actively develop ASN skills and professionalism, thereby supporting the provision of high-quality public services.

Government policy support. Government regulations concerning ASN competency development provide the primary foundation for implementing training programs. These policies offer direction and guidance for government institutions in designing training programs that meet employee needs. Regulations on ASN management emphasize the importance of competency development in building a professional, honest workforce capable of meeting the demands of its roles. With a clear policy foundation, BKPSDMD Makassar City has a basis for preparing targeted training programs that support local development objectives. Local government commitment. The Makassar City Government's commitment to improving ASN quality is an important factor in sustaining competency development programs. This support can be demonstrated through the provision of resources, budget allocation, and opportunities for ASN employees to participate in various training activities. Organizational commitment is necessary because workplace support for applying learning outcomes is as important to training and development as the training activity itself.

Information technology development. The use of information technology contributes to improving the effectiveness of ASN education and training. Through digital learning platforms, employees can participate in training more flexibly without being restricted by time or location. Information technology also helps institutions expand training access, improve delivery efficiency, and support more modern learning systems. In the context of BKPSDMD Makassar City, digital technology can be used as a strategy to increase ASN participation in competency development programs while responding to the demands of digital bureaucratic transformation. Cooperation with training institutions. Collaboration with other training institutions is another element that can improve the standard of instruction and training for ASN employees. Qualified instructors, relevant learning materials, and training techniques suited to civil servants' needs can be obtained through cooperation with academic institutions, other government organizations, and professional training providers. Through such collaboration, BKPSDMD Makassar City can improve the quality of its training programs by emphasizing both knowledge acquisition and the development of practical skills required in official duties.

The existence of these supporting elements demonstrates that cooperation among organizational, institutional, technological, and policy-related components is necessary for implementing ASN education and training programs. Competency development is supported by adequate regulations, while program continuity is strengthened by local government commitment. At the same time, BKPSDMD Makassar City has opportunities to establish a training system that is more adaptive, creative, and aligned with the continuously evolving demands of public services through the use of information technology and collaboration with various training institutions. ASN training and development programs at BKPSDMD Makassar City have greater opportunities to achieve their objectives of improving employee competence when these factors receive optimal support. However, the institution's ability to manage these resources efficiently is just as important to program success as the availability of facilities and supporting policies. Therefore, strengthening stakeholder collaboration, optimizing the use of technology, and conducting continuous program evaluation are essential to ensure that ASN competency development makes a tangible contribution to government performance and public service quality.

4.5. Inhibiting Factors in the Implementation of ASN Training Programs

The success of employee competency development can be affected by several obstacles that must be addressed in ASN education and training programs at BKPSDMD Makassar City. These obstacles concern resources, program planning, evaluation, and participant involvement. If they are not addressed properly, training programs may fail to generate their maximum impact on ASN competence and performance. Budget limitations. One factor affecting ASN training implementation is budget availability, which influences the number of participants, types of training, and frequency of activities. Budget constraints may require institutions to adjust training priorities. As a result, not all ASN employees who need competency development can participate in training optimally. Therefore, effective budget management strategies are needed so that training programs continue to operate according to organizational needs and support improvements in employee quality.

Suboptimal training needs analysis. Training needs analysis is an important component in assessing the extent to which education and training programs align with ASN competency requirements. However, in practice, some training activities may not fully correspond to the positions or duties of individual ASN employees. This condition can cause training materials to provide limited direct benefits to participants' work. Inadequate post-training evaluation. Post-training evaluation is a challenge in ASN training implementation because training success must be assessed not only through the training process but also through the application of competencies after participants return to the workplace. Insufficient monitoring and follow-up evaluation make it difficult for institutions to measure the extent to which training outcomes produce changes in work behavior and improvements in ASN performance. Therefore, BKPSDMD Makassar City needs to strengthen post-training evaluation through periodic monitoring, assessments of competency application, and the involvement of participants' direct supervisors.

Participant participation. Training program success is also influenced by ASN participation and motivation. Participants who lack awareness of the importance of competency development may prevent the learning process from operating optimally. In addition to receiving training, employees must be committed to applying the knowledge and skills they acquire in carrying out their daily responsibilities. Low participant involvement can reduce training effectiveness because

the main objectives of training, namely improving competence and performance, may not be achieved to the fullest extent. These challenges indicate that the availability of programs and the readiness of supporting systems are crucial to the effectiveness of ASN education and training. Without continuous improvement, program effectiveness may be undermined by budget limitations, inaccurate identification of training needs, inadequate post-training evaluation, and low participant involvement. Ensuring the successful application of training outcomes in the workplace requires a more comprehensive management approach that integrates competency-based planning, maximizes resource use, and strengthens evaluation mechanisms.

Consequently, BKPSDMD Makassar City needs to take several steps to improve the standards of ASN education and training and ensure that competency development initiatives produce tangible improvements in employee performance. Strategic measures include improving planning processes, strengthening interagency coordination, enhancing evaluation quality, and increasing ASN awareness of the importance of self-development. Through efficient and sustainable training program management, ASN employees within the Makassar City Government are expected to develop competencies aligned with organizational demands and provide increasingly high-quality public services.

V. CONCLUSION

This study concludes that the education and training programs for State Civil Apparatus (ASN) implemented by the Regional Personnel and Human Resource Development Agency (BKPSDMD) of Makassar City represent a strategic effort to improve employee competence and professionalism. The implementation of these programs involves planning, training delivery, and evaluation to support the development of ASN competencies in accordance with organizational needs. However, several challenges continue to affect the implementation of the programs, including budget constraints, insufficient alignment between training needs and employees' job responsibilities, and inadequate post-training evaluation. These challenges may limit the extent to which training outcomes are applied in the workplace and contribute to improvements in employee performance. Therefore, BKPSDMD Makassar City needs to strengthen competency-based training planning, improve the alignment between training programs and job requirements, and develop more systematic post-training evaluation mechanisms. Continuous monitoring and collaboration among relevant stakeholders are also necessary to ensure that training outcomes support the professional development of ASN employees and the improvement of public services.

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