

## *Aligning Competency with Efficiency: An Analysis of Training for New Auditors*

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### **Abstract**

*This study examines the alignment of training for new Civil Servant Candidate (CPNS) auditors with job preparation criteria in the context of Indonesian bureaucratic reform, which requires both high competency and budgetary efficiency. Using a descriptive case study methodology, this study analyzes 573 training records from a cohort of 24 CPNS auditors from Inspectorate 1. The study is led by a three-part theoretical framework that includes Competency-Based Human Resource Management, Malcolm Knowles' Andragogy Theory, and the Kirkpatrick Model of Training Evaluation. Results show that the existing training approach, which is mainly focused on cost-effective e-learning, successfully instills basic values while also providing a comprehensive base of technical knowledge. The resulting efficiency-driven approach leaves an extensive "how-to" vacuum by failing to build the practical, application-based analytical and reporting abilities required by recognized competency standards. The study suggests that, while the program is effective at the knowledge acquisition level (Kirkpatrick Level 2), it does not fully prepare new auditors for the job, necessitating extensive on-the-job training to bridge the gap between theory and practice.*

**Keywords:** Competency Development; Auditor Training; Public Sector; Efficiency; Job Readiness.

## **Menyelaraskan Kompetensi dengan Efisiensi: Analisis Pelatihan untuk Auditor Baru**

### **Abstrak**

Studi ini menguji keselarasan pelatihan bagi Calon Pegawai Negeri Sipil (CPNS) auditor baru dengan kriteria kesiapan kerja dalam konteks reformasi birokrasi Indonesia, yang menuntut kompetensi tinggi sekaligus efisiensi anggaran. Dengan menggunakan metodologi studi kasus deskriptif, penelitian ini menganalisis 573 catatan pelatihan dari kohort 24 CPNS auditor dari Inspektorat 1. Studi ini dipandu oleh kerangka teoretis tiga bagian yang mencakup Manajemen Sumber Daya Manusia Berbasis Kompetensi, Teori Andragogi Malcolm Knowles, dan Model Evaluasi Pelatihan Kirkpatrick. Hasil penelitian menunjukkan bahwa pendekatan pelatihan yang ada, yang sebagian besar berfokus pada *e-learning* yang hemat biaya, berhasil menanamkan nilai-nilai dasar sekaligus memberikan landasan pengetahuan teknis yang komprehensif. Namun, pendekatan yang didorong oleh efisiensi ini meninggalkan "kekosongan cara praktis" (*how-to vacuum*) yang luas karena gagal membangun kemampuan analitis dan pelaporan berbasis aplikasi dan praktik yang diperlukan oleh standar kompetensi yang diakui. Studi ini menunjukkan bahwa, meskipun program tersebut efektif pada tingkat perolehan pengetahuan (Kirkpatrick Level 2), program tersebut tidak sepenuhnya mempersiapkan auditor baru untuk pekerjaan mereka, sehingga memerlukan pelatihan di tempat kerja (*on-the-job training*) yang ekstensif untuk menjembatani kesenjangan antara teori dan praktik.

**Kata Kunci:** Pengembangan Kompetensi; Pelatihan Auditor; Sektor Publik; Efisiensi; Kesiapan Kerja.

### A. INTRODUCTION

The Indonesian public sector is undergoing an extensive transformation, fueled by a national goal to develop a world-class bureaucracy by 2025. This grand concept for bureaucratic reform envisions a state structure that is high performing, accountable, efficient, and free of corruption, collusion, and nepotism (Prasojo, 2024). The creation of a highly competent and professional Civil Apparatus (ASN) cadre is central to this objective, and the Ministry of Administrative and Bureaucratic Reform (KemenPAN-RB) is actively pursuing this aim through integrated human resource development initiatives (Setiawan, 2024; Putranto et al., 2022), in which contributing to positive attitudinal and behavioral mechanism (Dawud et al., 2018; Harijanto et al., 2022).

These circumstances create a basic dilemma for public institutions: they must improve the quality and capabilities of their human resources while also functioning within considerable budget limits. The demand to accomplish more with less is more than just a financial burden; it is a driver for structural change in how government agencies approach their basic duties, such as training and development. This climate necessitates a purposeful change away from traditional, often expensive, training approaches and toward more inventive, scalable, and efficient alternatives. As a result, training paradigms are being reassessed, with a shift away from a procedure-oriented or budget-driven perspective and toward a results-oriented strategy focused on delivering actual benefits and measurable outcomes (Kartika, 2021). The training programs designed for new civil servants today are, therefore, a direct reflection of this dual imperative, shaped by the need to build robust competencies within a framework of enforced efficiency.

The Government Internal Control Apparatus (APIP) or internal auditors are essential to good governance because they offer internal oversight through audits, reviews, and evaluations to ensure that government operations are effective, efficient, and compliant. Their function protects public finances, improves accountability, and advances national development objectives. The efficacy of this system is dependent on the quality of its workers, hence the onboarding process for new Civil Servant Candidates (CPNS) entering auditing is critical. New auditors must swiftly learn technical concepts (public finance, procurement, risk management, regulatory frameworks) and embrace professional ethics. The initial training is crucial, providing these new auditors with the knowledge, abilities, and behaviors they need to make quick and substantial contributions while also preparing them for difficult public sector obligations.

In 2025, the Principal Inspectorate of the Indonesian FDA welcomed an immense number of CPNS. Inspectorate I, a component of the Principal Inspectorate, received 24 new auditors, bringing the total to 60 employees. From the bigger scope, The Indonesian FDA has established an e-Learning platform called IDEAS, which is commonly used by all employees of the organization (Sudewo, 2023).

The combination of high competency requirements and severe efficiency measures raises serious concerns about the efficacy of present training techniques for new public sector employees (Anindita & Hidayat, 2023; Listiani et al., 2023; Ridwan et al., 2024). This study aims to investigate this topic in a specific, high-stakes situation. The key study issue is whether the training profile gained by Civil Servant Candidates at Inspectorate I meets the standards for job preparedness as an auditor.

To conduct a nuanced and comprehensive analysis, this report employs a multi-faceted theoretical framework, integrating three established models from the fields of human resource management, adult education, and program evaluation:

1. **Competency-Based Human Resource Management:** This approach defines competencies as integrated clusters of knowledge, skills, abilities, and other characteristics (KSAOs) that are essential for effective job performance (Skorková, 2017; Sudewo & Amini, 2025). A competency model provides a structured framework for identifying the specific behaviors and capabilities required for success in a given role (e.x. Nurlita et al., 2025; Ridwan et al., 2024; Iflah et al., 2023). This model will be used to deconstruct the official requirements for auditors and to categorize the training interventions provided to the CPNS cohort.
2. **Andragogy, or adult learning theory,** developed by Malcolm Knowles, proposes distinct learning characteristics for adults compared to children. Key tenets of this theory include the self-direction of adult learners, their reliance on accumulated life experience, their motivation to learn concepts directly applicable to their professional or personal lives, and their inclination towards problem-solving. This framework will be applied to critically evaluate the pedagogical methods utilized in the CPNS training program, assessing their appropriateness for an adult professional audience (Feder, 2024).
3. **The Kirkpatrick Model,** a globally recognized four-level framework, will be applied to assess the effectiveness of the training program. This model evaluates participant satisfaction (Level 1), knowledge and skill acquisition (Level 2), transfer of learning to on-the-job behavior

(Level 3), and tangible impact on organizational outcomes (Level 4) (Tamkin et al., 2002). Utilizing this model will facilitate an analysis of the current training program's potential impact and aid in identifying areas for improvement in both its evaluation and design.

## B. METHOD

This study used a descriptive and single-case study methodology. This study design is ideal for performing a thorough, context-rich investigation of a specific phenomenon within a well-defined and limited system (Butar et al., 2024). The instance in question is a comprehensive training portfolio offered to a cohort of newly hired CPNS assigned to the functional post of auditor within Inspectorate I of a specific Indonesian government agency. The study's descriptive style seeks to rigorously profile and assess the aspects of this training program without changing factors, offering a complete snapshot of the present approach to auditor onboarding.

This study uses primary data from a structured dataset. This dataset is derived from the competence development records in the Human Resources Information System, also known as *Sistem Informasi Aparatur Sipil Negara* (SIASN). This dataset comprises detailed records of all competency development activities carried out by the CPNS cohort during the first training session.

The sample consists of 24 CPNS auditors from Inspectorate I. This sample is further divided into functional position levels: 21 people are designated as *Auditor Ahli Pertama*, which requires a higher level of analytical and conceptual skill, and 3 people are designated as *Auditor Terampil*, which is typically focused on more technical and procedural tasks. In total, the dataset comprises 573 distinct training



records across these 24 individuals, providing a rich and detailed basis for analysis.

The analysis of the dataset was conducted through a systematic and multi-step process designed to make over raw data into a meaningful profile of the training program and to facilitate a rigorous comparison against established competency standards.

The initial step involved a thorough cleaning of the raw data from the provided file. This process standardized variations in the naming of training activities (e.g., "Pelatihan PBJ Tingkat Dasar model MOOC Tahun 2025" and "Pelatihan Kompetensi PBJP Level-1 Model MOOC Batch 2 Tahun 2025" were consolidated under a single category) to ensure accurate aggregation. Following cleaning, the data was aggregated to calculate the total number of training hours for each of the 24 individuals and the total hours dedicated to each unique training activity across the entire cohort.

To structure the analysis, each unique training activity was systematically categorized based on a synthesized public sector competency framework. This framework was developed by integrating official Indonesian government competency standards for auditors and general models of public sector competencies. This process resulted in the creation of four distinct, mutually exclusive competency categories:

1. **Foundational/Onboarding:** This category comprises mandatory, institution-wide training designed to acculturate new employees. It covers the primary CPNS Orientation program and the socialization of the national core values for ASN, known as "BerAKHLAK" (Berorientasi Pelayanan, Akuntabel, Kompeten, Harmonis, Loyal, Adaptif, and Kolaboratif).
2. **Technical/Functional:** This category encompasses training focused on the core knowledge and skills required for the auditor function. This includes specialized

topics such as Public Goods and Services Procurement (PBJ), the Government Agency Performance Accountability System (SAKIP), Risk Management, Integrity Zone Development, Gratification Control, and APIP Capability Assessment.

3. **Digital Competency:** This category includes all training related to digital literacy, the use of specific government applications (e.g., SIMAKIN for performance management), and emerging technologies such as Artificial Intelligence.
4. **Socio-Managerial/Soft Skills:** This category covers training aimed at developing interpersonal and behavioral competencies. It includes activities such as Character Building, communication skills, teamwork, and sessions labeled as Coaching or Mentoring.

After categorization, the aggregated data was subjected to descriptive statistical analysis. Frequencies, sums, and averages were used to create a quantitative profile of the training program. This research aimed to determine the distribution of training hours throughout the four competency categories, both for the cohort as a whole and on an individual basis, showing the program's strategic priorities and areas of concentration.

The final and most important element in the analytical approach was a competency gap study. The experimentally determined training profile was carefully matched against the established competency standards for functional roles. The major benchmark for this analysis was the Minister of Administrative and Bureaucratic Reform's (Permen PANRB) Regulation 48 of 2022 on the functional position of Auditor, which establishes the particular tasks and obligations of auditors at each level. This was reinforced by larger competency frameworks for APIP auditors, which specify the necessary knowledge, skills,

and attitudes. This mapping effort was aimed to identify areas of strong alignment, where the training directly satisfies official competency criteria, as well as potential gaps, where the offered training falls short of meeting required capabilities.

### C. RESULT AND DISCUSSION

A descriptive analysis of the training data reveals a deliberate and significant investment in foundational and onboarding activities. As detailed in Table 1, the single largest component of the training portfolio for every CPNS is the "Pelatihan Orientasi Calon Pegawai Negeri Sipil BPOM" a comprehensive orientation program reporting for 130 hours. This is supplemented by a consistent and repetitive focus on the national core values for ASN, "BerAKHLAK" delivered through a series of short, one-hour socialization sessions for each of the seven values. This emphasis on institutional acculturation and value inculcation constitutes a substantial portion of the total training time, signaling a clear strategic priority.

This approach aligns directly with the broader goals of Indonesia's bureaucratic reform, which aims not just to build technical capacity but to cultivate a professional, high-integrity civil service with a unified mindset and work culture. By front-loading the training program with extensive orientation and value socialization, the organization ensures that new auditors are thoroughly grounded in the institutional mission, ethical expectations, and shared cultural norms before they engage with the technical complexities of their roles. This strategy can be seen as an effort to build a strong ethical and professional foundation upon which more specialized skills can later be developed. It prioritizes the creation of a good civil servant first, and a good auditor second, reflecting a belief that a strong character and commitment to public service are prerequisites

for effective performance in a position of public trust.

**Table 1.** Aggregate Training Hours and Distribution per CPNS Auditor

Code	Total Hours	Foundational	Technical	Digital	Soft Skill
AP 1	277	137	74	18	48
AP 2	251	137	72	14	28
AP 3	251	137	72	14	28
AP 4	251	137	72	14	28
AP 5	257	137	72	14	34
AP 6	257	137	72	14	34
AP 7	251	137	72	14	28
AP 8	295	137	113	14	31
AP 9	289	137	97	14	41
AP 10	264	137	72	14	41
AP 11	266	137	72	14	43
AP 12	289	137	97	14	41
AP 13	251	137	72	14	28
AP 14	234	137	45	14	38
AP 15	215	137	36	14	28
AP 16	257	137	72	14	34
AP 17	227	137	72	14	4
AP 18	251	137	61	14	39
AP 19	253	137	97	14	5
AP 20	231	137	72	14	8
AP 21	259	137	97	14	11
AT 1	231	137	64	10	20
AT 2	262	137	64	20	41
AT 3	247	137	64	14	32

Source: Indonesian FDA (2025).

While foundational training forms the temporal bulk of the onboarding program, the development of technical competencies

remains a core objective. The data indicates that this is primarily achieved through a strategy heavily reliant on digital and distance learning modalities, particularly e-learning courses and Massive Open Online Courses (MOOCs). Key technical subjects essential for an auditor, such as Level 1 Public Procurement Training, "E-Learning Sistem Akuntabilitas Kinerja Instansi Pemerintah (SAKIP)" and E-Learning of Risk Management are delivered almost exclusively through these platforms. The majority of the knowledge was acquired from IDEAS, which offers a sufficient number of sources. In the realm of public procurement, the learning process is established on the LKPP platform, as it is the government body responsible for this area.

This e-learning-centric approach is a clear and logical response to the government-wide mandate for budget efficiency. Digital platforms allow for the standardized delivery of essential knowledge to a large and geographically dispersed workforce at a fraction of the cost of traditional, in-person training. As shown in Table 2, technical training constitutes the second-largest portion of the curriculum, demonstrating its importance. However, the method of its delivery prioritizes scalability and cost-effectiveness.

This strategy, while efficient, introduces a significant pedagogical trade-off. The program design appears to prioritize breadth of knowledge over depth of skill. New auditors are exposed to a wide array of mandatory topics, providing them with a baseline conceptual understanding across the required domains. This approach effectively addresses Level 2 (Learning) of the Kirkpatrick model, as participants can be tested on their acquisition of factual knowledge (Kirkpatrick et al., n.d.). However, the reliance on short, passive e-learning modules creates a potential competency debt. This refers to the gap

between knowing what a regulation states and knowing how to apply it in a complex, ambiguous, real-world audit scenario. New auditors may understand the principles of risk management from a six-hour e-learning course, but they are unlikely to have developed the nuanced analytical skills required to conduct a sophisticated risk-based audit. This gap between conceptual knowledge and practical application (Kirkpatrick's Level 3: Behavior) represents a debt that must be repaid later through extensive on-the-job training, mentorship, or more advanced, hands-on workshops.

Analyzing the training program through the framework of Malcolm Knowles' theory of andragogy reveals a mixed alignment with the principles of adult learning. The program's design incorporates certain elements that cater well to adult learners while overlooking others, representing opportunities for enhancement.

**Table 2.** Distribution of Training Hours by Competency Category

Competency Category	Total Hours (Cohort)	Average Hours per Person	Percentage of Total Training
Foundational	3266	136.08	55.4%
Technical	1757	73.21	29.8%
Socio-Managerial	682	28.42	11.6%
Digital Competency	340	14.17	5.8%
<b>Total</b>	<b>5895</b>	<b>245.63</b>	<b>100.0%</b>

Source: Indonesian FDA (2025).

On the one hand, the heavy reliance on self-paced e-learning and MOOCs aligns effectively with the adult learner's Self-Concept. Adults are typically self-directed and prefer autonomy in their learning journey. The ability to



complete modules at their own pace and on their own schedule respects this preference. Furthermore, the selection of training topics is directly and immediately relevant to the new auditors' professional roles. Courses on public procurement, risk management, and performance accountability are not abstract academic exercises; they are essential tools for the job. This speaks directly to the principles of Readiness to Learn and Orientation to Learning, as adults are most motivated when they see the practical, problem-centered application of new knowledge.

On the other hand, the program's highly standardized, one-size-fits-all curriculum largely fails to leverage one of the most valuable assets of adult learners: their Experience. The cohort of new auditors comes from diverse academic backgrounds, including accounting, law, and public administration. A standardized curriculum treats all learners as blank slates, missing the opportunity to create differentiated learning pathways that could build upon existing knowledge and address specific gaps more efficiently. For instance, an auditor with a law degree may not need the same foundational introduction to regulatory frameworks as an auditor with an accounting degree, who in turn might benefit from more advanced material on financial forensics. This lack of customization represents a significant missed opportunity for deeper, more efficient learning.

The role of Coaching and/or Mentoring within the program is particularly revealing. While its inclusion acknowledges the value of personalized, experience-based guidance, its implementation appears ad-hoc and under-resourced. The data shows these sessions are typically allocated only two hours and are described with vague objectives like "understanding the main tasks of the work unit" or "communication for presentations. This

suggests that coaching is not being utilized as a structured, systematic tool for facilitating deep learning and skill transfer. A more robust mentoring program could be the primary mechanism for bridging the gap between theoretical knowledge and practical application, allowing new auditors to connect classroom learning to real-world problems under the guidance of seasoned professionals, thus fully embracing the andragogical model.

The ultimate measure of the training program's success is its ability to produce auditors who meet the official competency standards for their roles. A systematic mapping of the provided training against the requirements for competency standard reveals both areas of strong alignment and a critical, overarching gap.

The program demonstrates strong alignment in building foundational knowledge and instilling core values. The regulations and broader competency standards for APIP auditors emphasize the importance of integrity, professionalism, and a comprehensive understanding of the governing rules and environment. The training on BerAKHLAK Character Building and Gratification Control directly addresses these behavioral and ethical competencies. Similarly, the technical e-learning modules on PBJ, SAKIP, Risk Management, and Zona Integritas provide the necessary knowledge base regarding key regulations and government systems. In these areas, the training program successfully equips new auditors with the requisite theoretical understanding.

However, a significant gap emerges when comparing the training to the functional requirements of the job. The regulations state that a key task for an Auditor Ahli Pertama is to analyze data/information and compile reports for various types of assurance engagements, including performance, special purpose, and

investigative audits. This requires a high level of practical, application-based skill. The current training portfolio, with its emphasis on knowledge dissemination through e-learning, appears insufficient to develop these critical "how-to" competencies.

This creates a "how-to" gap: the auditors know *what* the regulations are but may not know *how* to apply them in practice. There is a notable absence of structured, intensive training in core audit methodologies, such as:

1. Advanced Data Analysis: Moving beyond conceptual understanding to hands-on analysis of complex datasets to identify anomalies and patterns.
2. Evidence Gathering and Documentation: Techniques for conducting effective interviews, performing walkthroughs, and creating high-quality, defensible audit work papers.
3. Audit Report Writing: The skill of translating complex findings into clear, concise, and compelling reports that drive action.
4. Stakeholder Management and Negotiation: The soft skills required to communicate sensitive findings to auditees and negotiate management responses.

While some of these skills are touched upon in brief coaching sessions, they are not addressed through formal, rigorous training modules. This represents the most significant deficiency in the current program. It produces auditors who are well-versed in rules and values but may lack the practical toolkit to execute the core analytical and communicative tasks of their function effectively from day one.

## D. CONCLUSION AND RECOMMENDATIONS

The training program designed for Civil Servant Candidate (CPNS) auditors at Inspectorate I is a strategically successful

endeavor, effectively balancing the goals of competency development and fiscal efficiency. The program successfully creates nascent auditors equipped with strong foundational knowledge, a solid grasp of institutional values, core regulations, and necessary digital literacy, thereby mastering the initial stages of professional onboarding. However, this efficiency-driven model, which heavily relies on scalable e-learning, consequently creates a discernible gap between theoretical knowledge and the practical, analytical skills essential for an Auditor's role. In the framework of the Kirkpatrick Model, the training is highly effective at Level 1 (Reaction) by providing relevant and accessible content, and Level 2 (Learning) by ensuring core knowledge acquisition. Yet, it largely neglects the structured development and formal evaluation required for Level 3 (Behavior), which is the on-the-job application of skills, and Level 4 (Results), the tangible impact on audit quality and organizational performance. While new auditors are well-oriented and knowledgeable, they are not yet fully job-ready for the complex analytical and communicative demands of their function, a deficiency that currently necessitates a significant, unplanned investment in on-the-job learning to bridge the resulting gap.

To systematically address the identified competency gap and enhance the long-term impact of the auditor onboarding program, four strategic recommendations are proposed to build upon the existing program's strengths. First, the curriculum must evolve from being knowledge-based to scenario-based to effectively bridge the knowing-doing gap. This requires supplementing e-learning with mandatory, integrated, scenario-based workshops; for instance, after completing a relevant Massive Open Online Course (MOOC), new auditors should participate in a multi-day, hands-on workshop to conduct mock audits of



complex files, applying knowledge to identify red flags and draft preliminary findings. This practical approach directly addresses the "how-to" vacuum, aligning with Andragogy's problem-centered orientation. Second, informal coaching should be replaced with a formalized, year-long mentorship program, pairing each CPNS with a senior auditor dedicated to teaching practical audit skills, such as planning, fieldwork execution, evidence handling, navigating difficult conversations, and professional report writing. This leverages the crucial experience of senior staff and provides context-rich learning. Third, a full Kirkpatrick Model for training evaluation must be implemented across all levels: utilizing pre- and post-assessments for e-learning (Level 2), implementing a Behavioral Observation Checklist for mentors and supervisors after three and six months to formally gauge skill application (Level 3), and connecting training outcomes to key organizational performance indicators (KPIs), such as reduced review notes or tangible contributions to audit findings, to demonstrate concrete results (Level 4). Finally, differentiated learning pathways should be implemented by conducting pre-training competency assessments for new hires in areas like public finance, law, or accounting. The assessment results would then inform personalized learning plans, allowing individuals with strong existing knowledge (e.g., those with a relevant degree) to bypass basic modules and instead enroll directly in advanced, specialized courses, such as forensic or IT auditing. This approach respects prior experience, optimizes training resources, and reinforces the principles of adult learning.

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