

Evaluation of The Civil Servant Competency Development Program at BKPSDM Semarang Regency

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Keywords:	Abstract
Civil Servant Competency Development; BKPSDM; Program Evaluation; CIPP Evaluation Model; Policy Evaluation.	This study aimed to evaluate the effectiveness of the civil servant competency development program implemented by the Regional Civil Service and Human Resource Development Agency (<i>Badan Kepegawaian dan Pengembangan Sumber Daya Manusia</i> [BKPSDM]) of Semarang Regency. The programs evaluated included orientation for Government Employees with Work Agreements (<i>Pegawai Pemerintah dengan Perjanjian Kerja</i> [PPPK]), technical, functional, and managerial training, as well as computer-assisted test (CAT)-based competency assessments. This study employed a descriptive qualitative approach using the Context, Input, Process, and Product (CIPP) Evaluation Model as the analytical framework for assessing program relevance, resource adequacy, implementation processes, and program outcomes. Data were collected through in-depth interviews, documentation of training activities, and a review of secondary data obtained from the planning and reporting documents of BKPSDM and relevant Regional Government Agencies (<i>Organisasi Perangkat Daerah</i> [OPDs]). The findings indicated that the competency development program had been implemented in accordance with the annual plan and had reached various categories of civil servants. However, several challenges remained, including unequal access to training opportunities across OPDs and subdistricts, the absence of an integrated competency development database across organizational units, and the lack of a post-training evaluation mechanism capable of assessing changes in employee performance following training. Based on the evaluation of the four CIPP dimensions, this study recommends developing an integrated competency development information system accessible across OPDs and implementing a continuous, performance-based post-training evaluation system to improve the effectiveness and efficiency of competency development programs.

INTRODUCTION

The State Civil Apparatus (*Aparatur Sipil Negara* [ASN]) plays a strategic role in achieving effective, efficient, accountable, and public service-oriented governance. The quality of government administration is strongly influenced by the capacity, competence, and professionalism of civil servants responsible for implementing public policies. Accordingly, competency development is an important component of public-sector human resource management for improving organizational performance and strengthening the quality of public services (Callahan & Soileau, 2017). International studies have indicated that investment in public-sector employee competency development is associated with improved organizational performance, service innovation, and organizational capacity to respond to changes in the strategic environment (Kim, 2002; Kuvaas & Dysvik, 2010; Van der Klink & Boon, 2003).

The importance of ASN competency development has increased alongside bureaucratic reform, merit-system implementation, and digital transformation in human resource management. Bureaucratic reform requires civil servants to possess not only technical competencies but also managerial, sociocultural, and digital competencies to provide public services that are adaptive and responsive to technological developments. The (OECD, 2020) emphasizes that strengthening public-sector workforce capabilities is an important prerequisite for developing an agile government capable of producing evidence-informed policies. In line with this objective, Law Number 20 of 2023 concerning the State Civil Apparatus provides a regulatory framework for ASN competency development through various learning and professional development mechanisms as part of broader efforts to strengthen merit-based human resource management and talent management (Ministry of PANRB, 2022).

At the local government level, the Regional Civil Service and Human Resource Development Agency (*Badan Kepegawaian dan Pengembangan Sumber Daya Manusia* [BKPSDM]) plays a central role in implementing ASN competency development policies. In Semarang Regency, competency development has been implemented through various programs and activities. During 2022–2024, BKPSDM, together with relevant Semarang Regency government agencies, implemented orientation for 1,505 Government Employees with Work Agreements (*Pegawai Pemerintah dengan Perjanjian Kerja* [PPPK]) through online learning and a Massive Open Online Course (MOOC) (Semarang Regency Government, 2022), Digital Talent Scholarship (DTS) training for government public relations personnel (Diskominfo Kabupaten Semarang, 2024), basic training for 235 Community Protection Unit (*Satuan Perlindungan Masyarakat* [Satlinmas]) personnel from 19 subdistricts (One Data for Semarang Regency, 2024), and computer-assisted competency assessments for approximately 500 ASN employees for competency mapping (BKPSDM Kabupaten Semarang, 2023). These programs reflect the local government's continuing efforts to strengthen ASN competencies and institutional capacity (Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi, 2020).

Nevertheless, the implementation of competency development programs continues to face several challenges. Access to training opportunities remains uneven across Regional Government Agencies (*Organisasi Perangkat Daerah* [OPDs]) and subdistricts, while the integration of competency development data across OPDs remains limited. Furthermore, post-training evaluation mechanisms have not yet adequately assessed changes in individual and organizational performance following competency development activities. Program planning has also not been fully supported by an integrated competency needs analysis, potentially limiting the efficiency and strategic allocation of competency development resources. These conditions indicate a potential gap between nationally formulated competency development policies and their implementation at the local government level (Pemerintah Kabupaten Semarang, 2023).

Previous studies have examined ASN competency development from various perspectives. Wahyudi et al. (2020) found that the effectiveness of ASN training was influenced by the availability of structured post-training monitoring and evaluation mechanisms. Rahmawati and Utomo (2022) emphasized the importance of integrating training data across OPDs through centralized information systems to support data-driven decision-making. Meanwhile, Prabowo (2021) showed that competency development in the public

sector was associated with BKPSDM's institutional capacity and organizational leadership support. At the international level, (Van der Klink & Boon, 2003) explained that human resource development evaluation should extend beyond training implementation to consider its relationship with workplace and organizational outcomes, while (Kim, 2002) demonstrated the importance of human resource management practices in supporting organizational effectiveness in the public sector (Frye & Hemmer, 2012).

However, previous studies have generally focused on specific dimensions of competency development, such as training implementation, information system management, or performance-related outcomes. Comprehensive evaluations of ASN competency development programs using the Context, Input, Process, and Product (CIPP) Evaluation Model at the local government level, particularly in Semarang Regency, remain limited. Moreover, relatively few studies have integrated program needs, resource readiness, implementation processes, and program outcomes within a single evaluation framework to formulate policy recommendations. Semarang Regency provides a relevant research setting because it has implemented various forms of competency development while continuing to face challenges related to data integration, equitable access, competency needs analysis, and performance-based post-training evaluation (Worthen et al., 1997; Zhang et al., 2011) .

Based on these gaps, this study sought to answer the following research question: “How effectively has the ASN competency development program been implemented by (BKPSDM Kabupaten Semarang, 2024). Semarang Regency, and what strategies can strengthen its implementation?” The study employed the Context, Input, Process, and Product (CIPP) Evaluation Model as the primary analytical framework to evaluate program relevance, resource adequacy, implementation processes, and program outcomes. In addition, fit-gap analysis was used to identify discrepancies between actual implementation conditions and expected or ideal conditions. Through this approach, the study aimed to provide an empirical evaluation of ASN competency development in Semarang Regency, extend the literature on competency development program evaluation in local government, and formulate evidence-based recommendations for strengthening merit-based human resource management and bureaucratic reform. The theoretical contribution lies in extending the application of the CIPP Evaluation Model to ASN competency development at the local government level, while the practical contribution lies in providing recommendations for improving competency development policies and practices in regional public administration. The study's specific contribution is the integration of the CIPP Evaluation Model with fit-gap analysis to systematically identify gaps between actual and expected conditions across the context, input, process, and product dimensions of ASN competency development.

METHOD

This study employed a descriptive qualitative approach to evaluate the implementation of the State Civil Apparatus (*Aparatur Sipil Negara* [ASN]) competency development program at the Regional Civil Service and Human Resource Development Agency (*Badan Kepegawaian dan Pengembangan Sumber Daya Manusia* [BKPSDM]) of Semarang Regency. The approach enabled an in-depth examination of program implementation, organizational context, and the perspectives of program implementers and beneficiaries (Moleong, 2017).

The study was conducted in Semarang Regency, Central Java Province, with BKPSDM as the primary institution responsible for implementing ASN competency development programs. The study also involved several partner Regional Government Agencies (*Organisasi Perangkat Daerah* [OPDs]) participating in competency development activities, including the Communication and Information Service, Health Service, and Education and Culture Office. These institutions were purposively selected based on their involvement in ASN competency development programs implemented since 2022.

Informants were selected through purposive sampling based on their involvement in program planning, implementation, and evaluation. Five key informants were included in the study, consisting of:

Head of BKPSDM Semarang Regency,

1. Head of the ASN Competency Development Sub-Division,
2. Technical staff managing the training system,
3. Personnel admin representatives from partner OPDs,
4. ASN who are training participants in 2023-2024

The data collection technique is carried out through three main methods:

In-depth interviews to explore the perspectives and direct experiences of informants related to the effectiveness of training, implementation constraints, and expectations for the development of competency systems.

Documentation study of official documents such as the Regional Government Work Plan (RKPD), training activity reports, program evaluations, and BKPSDM Circular Letters related to ASN training procedures for 2022-2024.

Literature and secondary data studies that include government media reports, public data from the "Satu Data Semarang Regency" platform, as well as national policies such as Law No. 20 of 2023 concerning ASN and PermenPAN-RB No. 1 of 2022 concerning the ASN Talent Management System.

To maintain the validity and reliability of the data, the triangulation technique of sources and methods is used. Data from the interviews were compared with the results of documentation and secondary data to avoid perception bias. This technique supports the principle of data confirmation and credibility as stated by (Patton, 2014), that data obtained from various sources will increase the strength and consistency of findings.

In addition, validity is strengthened by peer debriefing, which is the process of discussing findings and data interpretation with other researchers to minimize subjectivity, as well as conducting member checking on the main informant to ensure that the interpretation of the data does not deviate from the intended meaning.

Data analysis is carried out thematically, starting from the process of transcribing interview data, initial coding, to identifying main themes based on the frequency and depth of issues that arise. This process is then organized using categorization and issue grouping techniques to formulate relevant patterns of findings.

In evaluating the program, the CIPP (Context, Input, Process, Product) evaluation model developed by (Republik Indonesia, 2023; Satu Data Kabupaten Semarang, 2024; Stufflebeam & Shinkfield, 2007) was used. This model offers a comprehensive approach to assessing a program from four main dimensions:

1. Context: identify the needs of ASN training and the suitability of the program with local policy challenges,
2. Inputs: assessing the quality of resources such as funding, instructors, training materials, and reporting systems,
3. Process: assessing the smooth implementation of training and coordination between OPDs,
4. Product: assess the impact of training on the improvement of ASN competencies and changes in organizational performance.

The CIPP model is considered suitable for evaluating public programs because it is oriented towards continuous improvement (formative evaluation) and accountability for results (summative evaluation).

With this methodological approach, the research is expected to provide a comprehensive overview of the effectiveness, challenges, and opportunities in the development of ASN competencies in Semarang Regency, as well as a reference in the preparation of evidence-based policy for the development of apparatus human resources (evidence-based policy).

In addition to using the CIPP model, this study also pays attention to the principle of fit-gap analysis in the process of interpreting results. Fit-gap analysis is used to identify the extent to which the ASN competency development program currently implemented is in accordance with organizational and regulatory needs, as well as the gap between ideal policies and implementation in the field. Thus, the findings of this study not only explain the actual conditions, but also offer directions for future program improvement based on the gaps found, both in the technical aspects of training and program governance.

The entire analysis process was carried out simultaneously during and after data collection. The researcher conducts iterative coding, which is a coding process that continues to be refined as the data is deepened. Interpretation is carried out by taking into account the local context of Semarang Regency, regional bureaucratic dynamics, and national policies on ASN competency development. To maintain the integrity of the research, the entire documentation and analysis process is carried out transparently, stored in field records, and equipped with an evaluation matrix. This is done so that the results of the analysis can be reviewed and accounted for academically and practically by policymakers at the regional level.

The research was carried out in Semarang Regency, Central Java Province, with the main focus on the Semarang Regency BKPSDM as the organizer of the ASN competency development program. To obtain a more comprehensive picture of the implementation of the program, the research also involved several Regional Apparatus Organizations (OPD) that participated in the implementation of the training, including the Communication and Information Service, the Health Office, and the Education and Culture Office.

Informants were selected using purposive sampling techniques, which are based on the level of involvement in planning, implementation, and program evaluation. The main informants consist of:

- a. Head of BKPSDM Semarang Regency;
- b. Head of the ASN Competency Development Subdivision;
- c. Technical staff managing the training system;
- d. Admin of OPD partner personnel;
- e. ASN training participants in 2023–2024.

The selection of informants is expected to be able to provide perspectives from the perspective of policy makers, technical implementers, and program participants.

Research data was obtained through three main techniques, namely:

1. In-depth interviews, to obtain information about the effectiveness of program implementation, obstacles faced, and the need for ASN competency development.
2. The documentation study includes a review of the Regional Government Work Plan (RKPD), training implementation reports, evaluation reports, BKPSDM Circular Letters, and other supporting documents for the 2022–2024 period.
3. Literature studies and secondary data, which come from national regulations, local government reports, BKPSDM publications, the One Data Semarang Regency portal, as well as various relevant scientific literature.

The validity of the data is maintained through source triangulation and triangulation methods (Patton, 1990). Triangulation was carried out by comparing the results of the informants' interviews with the official documents of the BKPSDM as well as the available secondary data. For example, information about the equitable distribution of trainees obtained from interviews was verified using trainee data in the 2023–2024 BKPSDM report so that consistency between informant perceptions and administrative data was obtained.

In addition, the study applied member checking to the main informant to ensure that the results of the researcher's interpretation were in accordance with the information intended by the source. The peer debriefing process is also carried out through discussions with other researchers to minimize subjectivity in the analysis process.

Data analysis is carried out thematically through several stages, namely transcription of interview results, initial coding, data categorization, identification of main themes, and drawing conclusions. The entire analysis process is carried out iteratively during the data collection process so that it allows researchers to refine categories based on new findings.

The program evaluation was carried out using the CIPP Model which includes four dimensions, namely:

- a. Context, evaluating the suitability of ASN competency development needs with national policies and organizational needs;
- b. Input, evaluating the readiness of resources, budgets, instructors, training materials, and support systems;
- c. Process, evaluating program implementation, coordination between OPDs, and monitoring implementation;
- d. Product, evaluating the results of the training, improving the competence of ASN, and its impact on the organization.

Furthermore, the results of the evaluation on each dimension of CIPP were analyzed using the fit-gap analysis approach. In this study, CIPP functions as a framework to identify the actual condition of the program, while fit-gap analysis is used to compare these conditions with ideal conditions based on regulations, ASN competency development standards, and organizational needs. The integration of these two approaches allows research not only to describe the effectiveness of programs, but also to identify gaps that are the basis for the preparation of policy improvement recommendations in a more systematic manner.

The research is carried out by paying attention to the ethical principles of social research. All informants were provided with an explanation of the purpose of the research, the benefits

of the research, and their right to stop the interview at any time without any consequences. The informant's consent is obtained before the interview process is carried out. To maintain data confidentiality, the identity of the informant is anonymized in the process of reporting research results and all data is only used for academic purposes.

The entire process of documentation, coding, and data analysis is systematically stored in field records and evaluation matrices so that they can be traced back (audit trail) to ensure transparency and credibility of the research.

RESULTS AND DISCUSSION

This study evaluates the implementation of the competency development program of the State Civil Apparatus (ASN) in Semarang Regency using the Context, Input, Process, Product (CIPP) Evaluation Model combined with fit-gap analysis. This approach allows evaluation not only of program implementation, but also identifies gaps (gaps) between actual conditions and ideal conditions based on regulations, merit system principles, and organizational needs.

The results of the study show that the Semarang Regency BKPSDM has implemented various ASN competency development programs during the 2022–2024 period which include the orientation of Government Employees with Employment Agreements (PPPK), Digital Talent Scholarship (DTS) training, basic Satlinmas training, and the Computer Assisted Competency Test (CACT) as part of ASN competency mapping.

The results of the evaluation show that the Semarang Regency BKPSDM has implemented several ASN competency development programs, including:

Table 1. ASN Training Data in Semarang Regency

Yes	Types of Training Activities	Number of Participants	Implementation Time
1	PPPK Orientation (online & MOOC)	1,505 people	July 2022
2	Public Relations Institution Training (DTS)	40 people	19–23 February 2024
3	Satlinmas Training	235 people	May 2024
4	ASN Competency Test (CACT)	500 people	16–20 October 2023

Source: BKPSDM & Diskominfo Semarang Regency, 2022–2024

Quantitatively, Table 1 shows that the Semarang Regency Government has a fairly good commitment to increasing the capacity of ASN through various types of training. PPPK orientation is a program with the largest number of participants as a consequence of the appointment of (Pemerintah Kabupaten Semarang, 2022) nationally, while the implementation of CACT shows BKPSDM's efforts in starting to implement position-based competency mapping. However, the increase in the number of participants cannot be used as the main indicator of the success of the program because the effectiveness of competency development is not only determined by the number of trainings held, but also by the suitability of the training with organizational needs, the implementation of training results in the workplace, and its impact on improving the performance of civil servants. (Kuvaas & Dysvik, 2010) explained that investment in competency development will provide optimal benefits if accompanied by a mechanism for implementing continuous training and evaluation results.

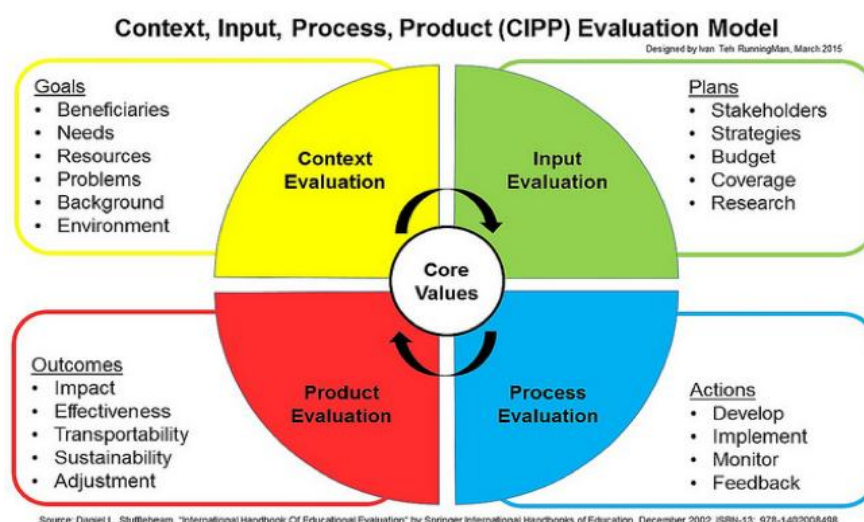


Figure 1. Model CIPP

Source: <https://poorvucenter-yale-edu.translate.google/CIPP>

Context Evaluation

Context evaluation aims to identify the suitability of the program with organizational needs as well as national policies regarding ASN competency development. The results of the study show that the implementation of training is in line with the mandate of Law Number 20 of 2023 concerning ASN which emphasizes the importance of competency development as part of the merit system. However, the results of interviews and documentation show that the distribution of opportunities to participate in training is not even in all types of positions and work areas. ASN who serve in sub-districts and service units still have relatively fewer opportunities to participate in the program than ASN in the positions of administrator and supervisor.

These results show that there is a gap between the need for competency development and the implementation of programs in the field. From the perspective of training need analysis, the implementation of training should be based on mapping the competency needs of each position so that all ASN get proportional development opportunities. These findings are in line with Kim (2002) research which states that equitable access to training is an important factor in increasing employee motivation and the effectiveness of public sector organizations.

Evaluation of Inputs

The input evaluation showed that BKPSDM already had adequate resource support in the form of budgets, instructors, cooperation with various institutions, and the use of online learning methods through MOOCs. The implementation of PPPK orientation and the Digital Talent Scholarship is an example of innovation in the implementation of training that is more flexible and adaptive to technological developments.

However, the study found that ASN competency development data is still spread across each OPD and has not been integrated into one information system. This condition causes BKPSDM to have difficulties in compiling competency mapping and data-based training planning. Based on the fit-gap analysis approach, this actual condition is not in accordance with the ideal conditions as mandated in the ASN talent management policy which requires the availability of an integrated competency database. OECD (2020) emphasizes that an integrated

human resource information system is an important prerequisite in supporting evidence-based policymaking.

Process Evaluation

From the process aspect, the implementation of the program in general has been running according to the BKPSDM's annual work plan. Various learning methods such as face-to-face training, online learning, and collaboration with the State Administration Institution and the Ministry of Communication and Information Technology show that there are efforts to improve the quality of training implementation.

However, the results of the study show that the training implementation process is still more oriented towards fulfilling the administrative agenda than the development of competencies based on position needs. The determination of training participants is still mostly based on OPD proposals or leadership assignments, not based on the results of competency mapping. This condition shows that the training needs analysis stage has not been carried out optimally. (Werther & Davis, 1996) explained that the effectiveness of human resource development can only be achieved if training is prepared through the stages of needs analysis, program design, implementation, and systematic evaluation. Thus, the implementation process in Semarang Regency still needs to be strengthened at the planning stage before the implementation of training.

Product Evaluation

Product evaluations show that various training programs have resulted in increased output in the form of an increase in the number of civil servants participating in the training and the implementation of competency mapping through CACT. The implementation of CACT is a strategic step in supporting the merit system because it provides an objective picture of the competence of ASN based on position. However, the results of the study show that the use of CACT results is still limited as a fulfillment of personnel administration and has not been fully used as a basis for the preparation of training programs, career development, and talent management of ASN.

These findings show that the CACT function is still in the assessment stage, not yet developed into strategic competency management. According to the OECD (2020), competency assessments will only have an impact on performance improvement if the results of the assessment are integrated with the system of career development, position promotion, and preparation of training needs. Thus, the implementation of CACT in Semarang Regency has contributed to the measurement of ASN competencies, but has not had an optimal impact on improving organizational performance.

Similar findings are also seen in the implementation of PPPK orientation and Digital Talent Scholarship. The two programs succeeded in improving basic knowledge of ASN values and digital competencies, but the results of the interviews showed that there was no mentoring mechanism or post-training evaluation to ensure that the competencies obtained were truly applied in the implementation of daily tasks. This condition shows that the results of the training are still more measured by the number of participants and the level of satisfaction, not yet to change work behavior or improve organizational performance.

According to (Kirkpatrick & Kirkpatrick, 2006), training evaluation should not stop at the level of reaction and learning, but also measure behavior changes and organizational results. Therefore, the absence of a post-training evaluation system based on performance indicators

has caused the effectiveness of the ASN competency development program in Semarang Regency to not be comprehensively measured.

The results of the evaluation using the CIPP Model combined with fit-gap analysis show that the effectiveness of the ASN competency development program in Semarang Regency is still influenced by four main factors, namely the uneven distribution of training, the lack of integration of ASN competency data, the lack of optimal planning process based on position needs, and the unavailability of a performance-based post-training evaluation system. The four findings are interrelated, affecting the overall success of the program.

The findings of this study strengthen the research results of Wahyudi et al. (2020) who stated that the success of ASN competency development is greatly influenced by the existence of a post-training monitoring and evaluation system. This research also supports the findings of Rahmawati and Utomo (2022) regarding the importance of integrating training data across OPDs as a basis for data-based decision-making. However, this study has a different contribution because it not only evaluates the implementation aspects of training, but also integrates analysis on the dimensions of Context, Input, Process, and Product so as to be able to identify program gaps more comprehensively.

In addition, the results of the study are also consistent with the research of Van der Klink and Boon (2003) who stated that the success of competency development programs is not only determined by the implementation of training, but also by the ability of organizations to integrate training results into the human resource management system. Thus, an increase in the number of training does not necessarily result in an increase in performance if it is not accompanied by a systematic evaluation and follow-up mechanism.

Based on the overall results of the evaluation, this study recommends the development of an ASN competency data integration portal that can be used by all OPDs, the implementation of job competency-based training need analysis, the optimization of the use of CACT results in the ASN talent management system, and the development of post-training evaluations based on performance indicators. The recommendations are expected to strengthen the implementation of the merit system, increase the effectiveness of ASN competency development, and support the realization of evidence-based bureaucracy reform.

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CONCLUSION

This study showed that the State Civil Apparatus (*Aparatur Sipil Negara* [ASN]) competency development program implemented by the Regional Civil Service and Human Resource Development Agency (*Badan Kepegawaian dan Pengembangan Sumber Daya Manusia* [BKPSDM]) of Semarang Regency was generally aligned with national policies on ASN competency development and the merit system. Various programs, including orientation for Government Employees with Work Agreements (*Pegawai Pemerintah dengan Perjanjian Kerja* [PPPK]), the Digital Talent Scholarship (DTS), basic training for the Community Protection Unit (*Satuan Perlindungan Masyarakat* [Satlinmas]), and computer-assisted competency assessments, reflected the local government's commitment to strengthening ASN capacity. Based on the evaluation using the Context, Input, Process, and Product (CIPP) Evaluation Model, the programs demonstrated positive achievements in terms of implementation and participant coverage. However, their effectiveness in supporting sustainable improvements in ASN competencies and performance remained limited.

The evaluation identified several key gaps, including unequal access to competency development opportunities across positions and work areas, limited integration of competency development data across Regional Government Agencies (*Organisasi Perangkat Daerah* [OPDs]), insufficient use of training needs analysis as a basis for program planning, and the absence of a systematic post-training evaluation mechanism for assessing changes in ASN competencies and performance. The findings indicated that the effectiveness of competency development programs depended not only on the number of training activities conducted but also on the quality of program planning, data management, utilization of competency assessment results, and continuous evaluation to support evidence-based policymaking.

This study contributes academically by extending the application of the CIPP Evaluation Model to the evaluation of ASN competency development programs in local government through its integration with fit-gap analysis. This integrated approach enabled the systematic identification of discrepancies between actual and expected conditions across the evaluation dimensions and provided a basis for formulating more comprehensive policy recommendations. From a practical perspective, the study recommends developing an integrated ASN competency development information system across OPDs, strengthening

position- and competency-based training needs analysis, optimizing the use of computer-assisted competency assessment results within the ASN talent management system, and implementing post-training evaluations based on relevant performance indicators. These measures could strengthen the effectiveness of ASN competency development while supporting professional, adaptive, merit-based bureaucratic reform and improvements in the quality of public services.

This study had several limitations. First, it was conducted within a single local government setting, namely Semarang Regency; therefore, the findings were context-specific and should not be statistically generalized to all local governments in Indonesia. Second, the evaluation primarily employed a qualitative approach and did not include quantitative measurements of changes in ASN performance indicators following competency development activities. Future research should therefore conduct comparative studies across local governments and employ mixed-methods or longitudinal designs to provide a more comprehensive assessment of competency development processes and their relationship with employee and organizational performance.

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