



Implementation of Education and Training in Improving the Performance of Civil Servants at the Agency of Regional Staffers and Human Resources Development in Tambrauw District

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Abstract: This study aims to describe the role of education and training in improving the performance of Civil Servants (PNS), the driving and inhibiting factors of the implementation of education and training, the impact of the implementation of education and training on improving the performance of civil servants, and the objectives of education and training in improving performance. The research method used is descriptive qualitative with a phenomenological approach. The findings of the research are that education and training play an important role so that Candidates for Civil Servants (CPNS) can recognize, understand and explore the meaning of the values of the duties and responsibilities of PNS. The driving factors in the CPNS basic training activities are the demands to carry out ASN competency development, the need to produce professional civil servants with character, based on ASN's basic values, the need to prepare civil servants in the midst of changing times and technology, and provide solutions to problems in society. The challenges in basic CPNS training are the diversity of backgrounds of the trainees, the availability of the budget and training facilities and infrastructure. The results of the study also found a positive impact from basic training activities in improving CPNS performance in accordance with the achievement of the objectives of implementing CPNS basic training.

Key words: Education and Training, Civil Servant Performance.

INTRODUCTION

Background

Law Number 5 of 2014 concerning ASN aims to build ASN that has integrity, is professional, neutral and free from political involvement, free from corruption, collusion and nepotism practices, and is able to provide public services for the community and play a role as an element of unity and integrity. nation based on Pancasila and the 1945 Constitution of the Republic of Indonesia. To realize the professionalism of a civil servant, it is necessary to carry out education and training since being appointed as a civil servant. Basic CPNS training is education and training during the pre-service period before a CPNS is appointed as a civil servant, which is carried out in an integrated manner to build moral integrity, honesty, enthusiasm and motivation for nationalism and nationality, superior and responsible personality traits,

The results of initial observations at the Regional Personnel and Human Resources Development Agency (hereinafter abbreviated as BKDPSDM) of Tambrauw Regency are as follows:

- 1 The implementation of basic education and training for CPNS was last held in 2018 for the 2015 Formation CPNS with 102 CPNS participants.
- 2 The implementation of education and training activities was carried out in Sorong City due to the unavailability of training building facilities in Tambrauw Regency.
- 3 After carrying out basic education and training activities for CPNS, they are not followed up with evaluations to measure the success of these activities in forming the attitude and professionalism of civil servants and the performance of CPNS who have participated in these activities.

Research purposes

1. Describe the role of education and training in improving the performance of civil servants at BKSPSDM Tambrauw Regency
2. Describe the driving and inhibiting factors for the implementation of education and training in BKSPSDM Tambrauw Regency.
3. Describe the impact of the implementation of education and training on improving the performance of civil servants at BKSPSDM Tambrauw Regency.
4. Describe the role and objectives of education and training in improving performance

LITERATURE REVIEWS

Human Resource Management

Human Resource Management (HRM) is the utilization, development, assessment, remuneration, and management of individual members of an organization or group of workers. HR management also involves job design, employee planning, selection and placement, employee development, career management, compensation, evaluation of work team development performance, up to retirement.(Sinambela, 2016). Human resource management is an activity or management system that organizes and manages human resources who are ready, willing and able to make a good contribution so that they can work together effectively to achieve goals both individually and organizationally.(Bukit et al., 2017).

Human Resource Management Objectives

The goal of human resource management is to improve the productive contribution of people or labor to the organization in a strategic, ethical and socially responsible way. There are 4 objectives of human resource management as follows(Adams, 2016):

1. **Social Goals.**For organizations to be socially and ethically responsible for societal needs and challenges while minimizing the negative impact these demands have on the organization.
2. **Organization goals.**Organizational objectives of the human resources department are formal organizational goals created to help the organization achieve its goals.
3. **Functional Purpose.**To maintain the contribution of the human resources department at a level appropriate to the needs of the organization.
4. **Individual Goals.**Personal goals and each member of the organization or company that wants to achieve through their activities in the organization.

Human Resource Management Functions

Human resource management is part of the management function, AccordingSinambela (2016)management functions as follows:

- 1 **Planning (Planning)**,namely planning the workforce effectively and efficiently to suit the needs of the company in realizing goals.
- 2 **Organizing (Organizing)**,namely setting up an organization by designing the structure and

relationships between the tasks to be done by the workforce.

- 3 **Direction (Directing).**The activity directs all employees to cooperate and work effectively and efficiently in helping to achieve company, employee and community goals.
- 4 **Control (Controlling).**Activities control all employees to comply with company regulations and work according to plan.
- 5 **Labor Procurement (Procurement).**The process of withdrawal, selection, placement, orientation, and induction to get employees according to needs.
- 6 **Development.**The process of improving the technical, theoretical, conceptual and moral skills of employees through education and training.
- 7 **Compensation.**Provision of direct and indirect remuneration, money or goods to employees as compensation for services rendered.
- 8 **Integration (Integration).**Uniting the interests of the company and the needs of employees, in order to create harmonious and mutually beneficial cooperation.
- 9 **Maintenance (Maintenance).**Activities to maintain or improve the physical, mental, and loyalty of employees so that they want to work together until retirement.
- 10 **Discipline (Discipline).**The desire and awareness to comply with company regulations and social norms.
- 11 **Termination of Labor Relations (Separation).**This termination of employment can be caused by the wishes of the employee, the desire of the company, the work contract ends, retirement and other causes.

Education and training

Definition of Training

Some definitions of education within the framework of human resource development are as follows(Masram; Mu'ah, 2015):

1. HR development includes both education that improves general knowledge and understanding of the overall environment and training that adds skills in carrying out specific tasks.
2. education is an activity to improve the ability of employees by increasing knowledge and understanding of general knowledge and economic knowledge in general, including increasing mastery of decision-making theory in dealing with organizational problems.

Definition of Training

Training is a systematic process for changing the behavior of employees in achieving organizational goals related to the skills and abilities of employees to carry out work. Training has a current orientation and helps employees to acquire certain skills and abilities to be successful in carrying out their jobs. Training is a process of teaching certain knowledge and skills as well as attitudes so that employees are more skilled and able to carry out their responsibilities properly(Sinambela, 2016).

Training can also be interpreted as a systematic process of changing the behavior of employees in a direction to improve organizational goals. This training is very important because of the methods used to maintain, maintain, maintain employees and at the same time improve the skills of employees to be able to improve their performance(Masram; Mu'ah, 2015).

Training Objectives

Sikula in Kurniasari et al (2018) states that the objectives and benefits of the training are as follows:

1. **Productivity.** Training can improve abilities, knowledge, skills and changes in behavior.
2. **Quality (Quality).**Training can not only improve the quality of employees but can minimize errors in work. Thus the quality of output produced by employees will be maintained and always developing.

3. **Personnel Planning (Human Resource Planning).** Training will make it easier for employees to fill vacancies in the company so that employee planning can be carried out as well as possible. Human resource planning one of them regarding the quality and quantity of employees who are directed.
4. **Morals (Morale).** Training will increase work performance and employee wages. This can increase employee morale to be more responsible for the various tasks they carry out in the company.
5. **Indirect Compensation.** The opportunity to attend training can be interpreted as giving remuneration for achievements that have been achieved in the past, so that employees have the opportunity to be able to develop themselves.
6. **Health and Safety.** Training is the best step to prevent work accidents so that it will create a calm, safe working atmosphere and stability in their mental attitude.
7. **Expiration Prevention (Obsolescence Provention).** Training will encourage employee initiative and creativity to prevent employees from being obsolete. This means that the ability possessed by employees can adapt to technological developments.
8. **Personal Development (Personal Growth).** Providing opportunities for employees to increase the knowledge and abilities possessed by employees, including increasing their personal development.

Training Needs Analysis

The training cycle is as follows (Soekidjo Notoadmojo, 2015):

1. **Training Needs Analysis (Training Need Assessment).** The purpose of this training needs analysis is to identify what skills are needed by employees in order to support the needs of the organization. This stage generally includes 3 types of analysis, namely:

Organizational analysis which essentially involves questions about where or how in an organization or institution there are personnel who need training. After that consider the cost, tools and equipment used. Then an analysis of organizational climate is carried out, because this will affect the success of a training program. Another aspect of organizational analysis is determining how many employees need to be trained for each job classification.

2. Job analysis, which, among other things, answers the question: what should be taught or given in training so that the employees concerned are able to do their jobs effectively. The main purpose of task analysis is to obtain information about: the tasks to be performed by employees. The tasks that have been done at that time. Tasks that should be done, but have not or have not been done by employees. Attitudes, knowledge, and skills needed to do a good job, and so on.

Personal analysis, which answers the questions: who needs training and what kind of training. For this it takes time to carry out a complete diagnosis of each personnel regarding their abilities.

Setting Training Goals. The purpose of the training is essentially the formulation of the capabilities expected of the training. Because the purpose of this training is that changing ability is part of behavior, the training objectives are formulated in the form of behavior. Usually the training objectives are divided into two, namely:

General objectives, namely the formulation of the general abilities to be achieved by the training.

Specific objectives, namely the details of capabilities that are formulated in general objectives into special abilities.

Curriculum Development. From the training objectives that have been formulated earlier, it will be known what abilities must be given in the training. So then the materials or learning materials that will be given in the training are identified. Next, identify the time required for each material or topic/sub-topic in more detail. After that, the appropriate teaching and learning methods are

determined, as well as teaching and learning aids needed in the training.

Preparation for Training Implementation. Before education and training is carried out, preparations are made in advance, covering administrative activities, including:

1. Arrange syllabus and training schedule
2. Calling and selection of participants.
3. Contact teachers or coaches
4. Preparation of training materials and provision of reference materials.
5. Preparation of places, accommodation of participants (if necessary), and so on.

Implementation of Education and Training. Things that need to be considered in the implementation of education and training include: having a daily person in charge, monitoring the implementation of training through daily evaluations, and having the necessary tools.

1. **Evaluation.** After the end of the training, an evaluation is carried out, which includes:
2. Evaluation of the process, which includes:
3. training organization,
4. Submission of training materials.
5. Evaluation of the results, which includes evaluating the extent to which the material provided can be mastered or absorbed by the training participants. Furthermore, is there an increase in the ability or skills, knowledge, attitudes of the trainees.

Constraints in Training

Training constraints are always present and one must understand the effect of these constraints. These constraints will impede the smooth implementation of training and development, so that the targets achieved are unsatisfactory. (Nurmadiyah, 2016).

1. **Participant.** Development participants have unequal or heterogeneous backgrounds, such as basic education, work experience, and age. This will hinder the smooth implementation of the training, because their comprehension, perception, and reasoning power for the lessons given are different.
2. **Trainer or Instructor.** Trainers or instructors who are experts and capable of transferring their knowledge to training and education participants are very difficult to find. As a result, the desired goals are not achieved, for example, there are trainers who are skilled and smart, but cannot teach and communicate effectively.
3. **Development Facility.** The development facilities and infrastructure needed for training are very lacking or not good. This will complicate and hinder the smooth development.
4. **Curriculum.** The curriculum taught is incompatible or distorted, and not systematic to support the goals desired by the job or position of the participant concerned. For this reason, it is necessary to determine the curriculum and the right time to teach it
5. **Fund.** The funds available for developers are very limited, so they are often forced to do so, even though the trainers and participants do not meet the required requirements.

Employee Performance

Performance is a work result achieved by someone in carrying out the tasks assigned to him based on skills, experience, sincerity and time (Pusparani, 2021).

Notoatmodjo (2013) defines that employee performance is a measure in an organization of the extent to which employees are loyal to their work and to what extent the award is given by the company in the context of developing human resources. Kashmir (2016) argues that performance is the result of work and work behavior that has been achieved in completing the tasks and responsibilities given

within a certain period.

Purpose of Employee Performance Assessment

A company performs performance appraisal based on two main reasons, namely(Adams, 2016):

1. Managers need an objective evaluation of employee performance in the past which is used to make HR decisions in the future.
2. Managers need tools that enable them to help employees improve performance, plan work, develop careers and strengthen the relationship between the manager concerned and the employee.

Research Concept Framework

The role of education and training for civil servants is an important tool in shaping attitudes, actions and directions for carrying out their duties and responsibilities as servants of the state. Continuous education and training is also a benchmark in improving the capabilities and competencies of civil servants to be able to respond to the challenges they face. Therefore it is necessary to develop various planning programs and curricula in the implementation of education and training for civil servants, including improving and fulfilling infrastructure and supporting facilities so that these activities are able to create civil servants who are competent and free from corruption, collusion and nepotism practices for the sake of good governance. (good governance).

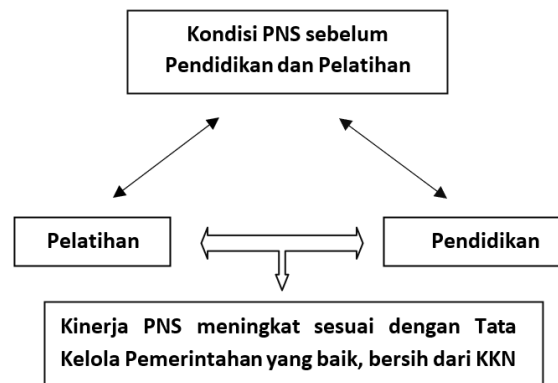


Figure 1. Research Framework

RESEARCH METHODS

Types of research

This research is a qualitative descriptive research where the researcher is the key instrument, the data obtained tends to be analytical data, is inductive/qualitative in nature. The results of research can be in the form of potentials and problems, object uniqueness, the meaning of an event, processes and social interactions, certainty of the truth of data and construction of phenomena. (Sugiyono & Setiyawami 2022). The research approach is a phenomenological approach that aims to describe the phenomena that occur and the characteristics of these phenomena. This approach will guide researchers to explore and photograph social situations that will be studied thoroughly, broadly and in depth(Nassaji, 2015)

Location and Research Object

This research is located at BKDPSDM Tambrauw district, Southwest Papua province

Data source

1. **Primary data.**This type of data was obtained directly from key informants in the form of interview results or answers to questions posed to informants.
2. **Secondary Data.**Is a type of supporting data that can be used as a source of reference, literature, and other supporting information on primary data.

Data collection technique

1. **In-depth interviews.**In order to understand the understanding and knowledge of the key informants on the research problem, several semi-structured questions were asked to the key informants.
2. **Documentation.**Conducted to support primary data in the form of photos, videos, voice recordings during the interview process between researchers and key informants as well as other documentation of activities, at the time the research was conducted.

Determination of Key Informants

In qualitative research, researchers enter certain social situations which can be in the form of organizations or institutions, conducting research by relying on people in these organizations or institutions who are considered to have broad and in-depth knowledge about their social situations so that they can assist researchers in solving research problems. . Samples in qualitative research are referred to as informants, informants or participants. In addition, the sample selection method was carried out by purposive or purposive sampling, namely the method of selecting samples (informants) with certain considerations and objectives.(Sugiyono & Setiyawami, 2022). Determination of key informants in this study amounted to 6 people, namely Civil Servants at the Tambrauw District Social Service.

Method of collecting data

In qualitative research, the main instrument for collecting data is the researcher himself. Other instruments that function as supporting instruments in data collection are interview guides, tape recorders, field notebooks and/or cameras(Sugiyono & Setiyawami, 2022). To obtain accurate data, the researcher took several steps, namely:

1. **Triangulation.** Conducted to see the consistency of the results of key informants' answers with theory and previous research and carried out to examine, compare the results of answers from key informants.
2. **Research reflexivity.** Done by showing and explaining the problems and reasons for using the theory and research methods used to others.
3. **Member checking.**This was done by researchers to avoid the principle of being satisfied with the data and information that has been obtained from key informants.
4. **prolonged engagement.**Conducted by researchers to increase research credibility by allocating adequate time.
5. **Audit trail.** Conducted by researchers by consulting the research methods used, findings of research data and interpretation of research results with research supervisors/consultants.
6. **Thick and rich description.** At this stage the researcher must be able to defend and explain in detail the results of the research to the examining team in the final thesis examination.

Data analysis technique

The data analysis technique used in this study is the interactive model analysis developed by Miles and Hubberman, namely the activities in qualitative data analysis are carried out interactively and take place continuously until the data becomes saturated.(Abdussamad, 2021). The data analysis steps carried out are:

1. **Data reduction.**Data reduction is to select unimportant data based on answers from key informants and organize them. This activity is carried out through:
2. **Data Organization.**Grouping the answers of key informants based on their job status, the answers according to the questions asked, the date and time of the interview. Furthermore, the key informants' answers were in the form of narratives that had been organized into certain themes using codes.
3. **Data Coding.** The data obtained and grouped into themes will be coded to see the similarity of the pattern of informants' answers.

4. **Understanding and Presentation of Data.**The informants' answers as data will be sorted, set aside and arranged according to the theme or research objectives.
5. **Conclusion Drawing.** Is the final process in the form of drawing conclusions on the categories of data that have been reduced and presented to lead to a final conclusion that is able to answer the research problem.

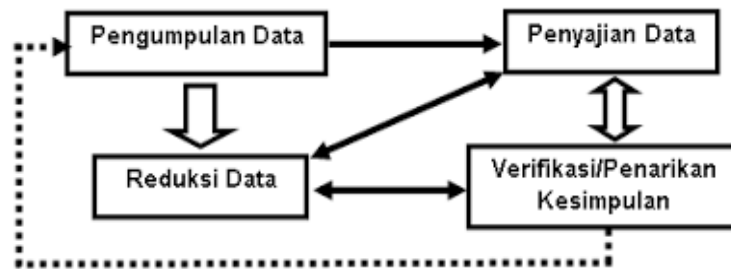


Figure 2. Sequence of data analysis of Miles and Hubberman's interactive model

Source: Research, 2022

RESEARCH RESULTS AND DISCUSSION

Research result

The selection of key informants in this study was carried out using a purposive sampling method with a total of 5 people, namely the Head of BKDPSDM, Head of Education and Training and INKA, and participants in the 2023 CPNS Basic Training.

Table1. List of Research Key Informants

No	Name of Informant and Gender	Age (yr)	Position
1	Matheus M. Woisirij, S. Sos, MAP	50	Head of BKSPSDM
2	Yacoba T. Kinho, S.Kom	39	Head of Education and Training and INKA
3	Jemmy Sadukh, S.IP	37	Civil Servants of the Moraid District
4	Ranny Y, C Lewerissa, S.Si, Apt	34	Civil Servants of the Department of Health
5	Miko Asmarani Raunsai	27	CPNS Regional Secretariat

(Source: Research results, 2022)

Description of Research Findings

Based on the results of research with interviews, observation and documentation, the results of the research are as follows:

Analysis of Training Needs (Training Need Assessment).In analyzing training needs there are 3 stages of the type of analysis, namely:

1. Organizational analysis. The analysis was carried out based on Law number 5 of 2014 and State Administrative Agency Regulation number 1 of 2021. Based on these rules, the Tambrauw District BKDPSDM compiles programs and activity budgets and coordinates with various related parties who have authority in organizing training.
2. Job analysis (job analysis). In this section, the selection of file administration for training participants is carried out. Determination and division of work based on educational formation and position formation are not carried out because this activity is basic training for all CPNS with the same method for all participants.
3. Personal Analysis. Guided by the provisions of the rules for implementing basic training, namely Regulation of the State Administrative Institute number 1 of 2021 where basic training participants must pass administrative selection and pass a medical test.

Setting Training Goals. Guided by the applicable regulations, namely Law Number 5 of 2014 concerning the State Civil Apparatus and State Administration Agency Regulation number 1 of 2021 concerning Basic Training for Candidates for Civil Servants. Where the purpose of the CPNS basic training is to build moral integrity, honesty, enthusiasm and motivation for nationalism and nationality, superior and responsible personality traits. Through basic training it is expected to produce professional civil servants with character based on the basic ASN values in carrying out their duties and positions.

Curriculum Development. The CPNS Basic Training curriculum is in accordance with what is stipulated in the State Administrative Institute Regulation number 1 of 2021 concerning Basic Training for Candidates for Civil Servants, namely a curriculum for building the character of PNS and a curriculum for strengthening technical competence in the field of duty.

Preparation for Training Implementation

In preparation for the basic CPNS training activities in Tambrauw Regency, based on the results of observations and interviews conducted, several stages of the following activities were carried out:

1. Arrangement of Activity Schedules. The schedule was prepared by a committee from the BKDPDSM Tambrauw Regency after coordinating with the State Administration Agency and the West Papua Province Education and Training Agency in Manokwari.
2. Calling and Selection of participants. Participants in the activity were 528 Civil Servant Candidates for Tambrauw Regency Formation in 2018. Administrative selection and health selection are carried out before participants take part in training activities.
3. Contact the teacher/coach. The committee from BKDPDSM during the preparation for the implementation of the activity coordinated and consulted with the teachers/widyaiswara during the preparation of the schedule of activities as well as coaches from SKPD for CPNS in place.
4. Preparation of materials and training materials. Training materials have been made available as standard materials in the form of training and teaching modules from the Institute of State Administration which can be downloaded by trainees and teachers for study. While other materials were prepared by the widyaiswara.
5. Preparation of venues and accommodation for participants. The CPNS basic training activities were carried out in Manokwari as a collaboration between the Tambrauw Regency BKDPDSM and the West Papua Province Education and Training Agency. This is due to the absence of places and training facilities in Tambrauw Regency.

Implementation of Education and Training. The training activities in general consist of face-to-face as a form of 18-day classical training, 30-day actualization and habituation activities in the workplace and 3-day evaluation and actualization activity reports.

Evaluation. The evaluation of the CPNS basic training activities is carried out using a questionnaire method to assess training organizers (committees), teachers and trainers as well as the overall implementation of activities including training facilities and infrastructure.

Discussion

The Role of Education and Training for Civil Servants

Education and training for CPNS is the process of organizing teaching and learning in order to improve the capabilities of civil servants, with the aim of:

- 2 Increase the knowledge, expertise, skills and attitudes to be able to carry out the duties of a position in a professional manner based on the personality and ethics of civil servants in accordance with the needs of the agency.
- 3 Creating apparatus capable of acting as a reformer and glue for national unity and integrity.
- 4 Strengthening the attitude and spirit of service-oriented service, protecting and empowering the community.

- 5 Creating a common vision and mindset dynamics in carrying out general government and development tasks for the realization of good governance.

Education and training for CPNS in Tambrauw Regency plays an important role as basic education and training for the first time and is mandatory for CPNS to recognize, understand and deepen the meaning of the values of the duties and responsibilities of a civil servant. In this basic training, the integrity, competence and professionalism of civil servants is instilled so that they are able to carry out their duties as public servants in accordance with the guidance of the noble values of these civil servants. The ability to carry out the assigned tasks is formed during the implementation of basic education and training that combines theoretical learning through the transfer of knowledge from teachers in the classroom and through actualization and habituation (habituation) in their respective assignments.

Based on the results of the research that has been carried out, this process has been carried out properly by the BKDPSDM Tambrauw Regency in accordance with the tasks that were developed to carry out the character building and noble values of PNS to CPNS through basic CPNS training activities.

Driving Factors and Challenges in Education and Training of Civil Servants

The results of this study found several important things that became the drivers and challenges in carrying out CPNS basic training activities including:

1. The driving factor for the implementation of CPNS basic training
2. There is a mandate of laws and regulations that have been prepared as guidelines in the implementation of CPNS basic training. The government is required to carry out education and training tasks in developing competencies for ASN.
3. The need to produce professional civil servants with character based on ASN basic values in carrying out their duties and positions.
4. The needs and challenges as civil servants in carrying out their duties in the midst of changing times and technology and in the midst of society.
5. The presence of civil servants with integrity, professionalism and competence in carrying out their duties is expected to be able to provide solutions to problems that exist in society for the purpose of the welfare of the people they serve.

Challenges in the implementation of CPNS basic training

1. The diversity of ethnic, religious, racial and educational backgrounds as well as the knowledge and insights of the participants who took part in the CPNS basic training activities. This causes teachers and trainers to be required to have the ability in the process of transferring knowledge and knowledge.
2. Availability of an adequate education and training budget so that the training and education process can be carried out properly, directed, comprehensively and in accordance with the expected results.
3. The availability of adequate education and training facilities and infrastructure along with teaching and learning facilities has an important impact on achieving the goals of education and training. Currently, Tambrauw Regency does not yet have the facilities and infrastructure to support the implementation of these activities.

The Impact of Education and Training in Improving Civil Servant Performance

Performance is a work result achieved by a person in carrying out the tasks assigned to him based on skills, experience, sincerity and time.(Pusparani, 2021). From the results of the research that has been done, it is undeniable that education and training have a positive impact on the CPNS basic training participants to build self-discipline and in carrying out their duties, have the competence of duties as civil servants, have an attitude of respect for superiors and co-workers and love for duties and

responsibilities as ASN. In the end, if the goals of education and training have been achieved, the performance produced by the CPNS basic training participants will also have a positive impact in solving and providing solutions to problems in the organization and in the community where the CPNS is placed.

CLOSING

Conclusion

Based on the results of the research and discussion that has been submitted, several conclusions can be conveyed as follows:

1. Education and training for civil servants is an important part that needs to be implemented to form attitudes, discipline, professionalism and competence in improving the performance of carrying out tasks in the midst of society.
2. Supporting factors in the implementation of education and training for CPNS in Tambah Regency are the need for ASNs who have integrity, are professional and have competence in the field of duty who are able to answer challenges and problems faced in the midst of society.
3. The challenges faced in implementing CPNS education and training in Tambah Regency are budget problems, limited infrastructure and inadequate training facilities and the diversity of CPNS backgrounds.
4. Education and training for CPNS is needed to form integrity, basic civil servant values, professionalism and competence in carrying out their duties and responsibilities as public servants. These things will ultimately improve ASN performance in carrying out the tasks entrusted to it

Suggestion

1. The limited infrastructure owned by the regional government of Tambah Regency affects education and training policies and programs for civil servants. Therefore, it is necessary to consider the development of adequate facilities and infrastructure so that budget efficiency can be achieved
2. It is necessary to consider the effectiveness of the curriculum currently used, whether it is still relevant to the challenges and needs of the duties and responsibilities that will be carried out by civil servants in carrying out their duties.
3. For further research, it is necessary to consider the evaluation of the participants after the training is carried out so that they can measure the extent to which the impact of education and training can affect the performance of civil servants. This evaluation needs to be carried out after 1 year of training or at a certain period of time so that other types of training and education can be considered in improving the performance of civil servants.

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