

Effectiveness Of PPPK Orientation Program In Improving PPPK Performance In Wonosobo District

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Abstract

PPPK orientation in the State Administration Agency (LAN) Regulation Number 15 of 2020 and LAN Decree Number 289/PDP/K.1/2022 is an activity that aims to provide an understanding and introduction to the duties and functions of ASN, values and ethics, and attitudes to defend the country. The Wonosobo Regency Government through the BKD has implemented a PPPK orientation attended by 318 participants consisting of 293 PPPK formations in 2023, 14 PPPK formations in 2022, and 11 participants in the 2022 formation optimization path. This study uses a descriptive qualitative approach methodology, involving 2 people in charge of PPPK orientation activities, and 1 PPPK orientation participant. Through this study, the author formulates the main problem, namely "How effective is the PPPK orientation program that has been implemented in improving PPPK performance". The results of the study show that the orientation program has an important role in improving PPPK performance. In addition, this study provides recommendations for improving the implementation of orientation in the future, so that it can be more effective in meeting employee needs and improving the quality of superior human resources. Thus, this research is expected to provide a contribution to the Wonosobo Regency BKD in designing better orientation programs.

Keywords: *Orientation, PPPK, Competency Development*

INTRODUCTION

Human resources (HR) serve as a fundamental asset and capital for achieving organizational growth and national development. As a crucial asset, most organizations place significant emphasis on HR factors compared to other production elements.

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Consequently, HR development plays an undeniable role as a driving force for economic and political growth, as well as for achieving organizational objectives (Destiana, 2023). HR is closely linked to the formal design system within an organization, ensuring effectiveness and efficiency in attaining its goals. The definition of HR extends beyond its functions to include its outcomes. HR is responsible for designing and monitoring the organization, ensuring its sustainability and success. Without HR, organizations would struggle to achieve their targets. Through human effort and creativity, organizations can produce high-quality goods and services, highlighting the importance of HR for organizational success (Suryani et al., 2023).

HR is a critical organizational asset that requires proper nurturing and development to optimize its contribution to a company's sustainability. Organizations must strive to enhance the skills and professionalism of their workforce for the benefit of the organization. Human potential consists of two aspects: quantity and quality. Among these, quality is of utmost importance and can only be achieved through HR training and development. This aspect is vital as HR significantly influences the overall quality of an organization (Suryani et al., 2023). The process of HR development aims to enhance individual capabilities to support national development goals. This process plays a crucial role in ensuring success (Mustafid, 2017). Effective HR training and development have positive impacts on employees, enabling them to develop personally and understand their objectives (Nun Tufa, 2018). In the public sector, HR is embodied by the State Civil Apparatus (ASN), which executes government functions. The efficiency of government operations and employee performance depends on their quality, which is crucial for achieving national development objectives (Sonia Sugian et al., 2021).

The State Civil Apparatus (ASN) consists of Civil Servants (PNS) and Government Employees with Work Agreements (PPPK), who have distinct management structures. This distinction is outlined in Law No. 5 of 2014 on the State Civil Apparatus. The inclusion of PPPK in ASN management indicates that not all government employees must be permanent civil servants; they can also be contractual employees with a fixed-term status. This policy aims to cultivate a new work culture and foster a competency-driven bureaucracy that prioritizes performance (Haeli, 2019). ASN employees serve as planners, implementers, and supervisors of general government administration and national development through professional policy execution and public services. This role aligns with the goal of establishing a clean and authoritative government system (good governance) while improving the efficiency and quality of public services. To achieve these objectives, ASN employees must uphold professionalism, accountability, fairness,

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integrity, and competence in their respective fields, ensuring that their actions align with their professional expertise and qualifications (Komara, 2019).

In this context, competency plays a crucial role in defining the quality and professionalism of ASN, as stipulated in Law No. 5 of 2014 on the State Civil Apparatus and Government Regulation No. 11 of 2017 on ASN Management. Competency serves as a foundation for establishing a professional civil service. According to Indonesia's National Work Competency Standards (SKKNI), competency encompasses an individual's knowledge, skills, and work attitudes that meet established standards (Kartika & Sugiarto, 2016). Article 69, Paragraph 3 of Law No. 5 of 2014 on ASN outlines three essential competencies for civil servants: 1) Technical Competency, assessed based on educational background, specialized training, and technical work experience; 2) Managerial Competency, evaluated through education, structural or management training, and leadership experience; and 3) Socio-Cultural Competency, gauged by work experience in diverse social settings, enabling a broad national perspective. These competencies underscore the necessity for ASN to possess diverse skills to fulfill their duties as public servants and achieve optimal performance for national progress (Tanjung, 2022).

Competency in ASN is closely tied to talent management. In government institutions, talent management data can be utilized to determine competency development needs (bangkom). Talent management is recognized for its ability to enhance ASN quality and competency, supporting strategic national development goals and improving public service delivery. The objective of national talent management is to optimize Indonesia's best human resources working in government institutions to accelerate national development (Suparman & Soantahon, 2022). Enhancing ASN professionalism can be achieved through competency development programs, commonly implemented through training activities such as education and training (Diklat), technical guidance, seminars, and workshops. However, competency development is not limited to formal training. According to the Indonesian National Administration Institute (LAN) Regulation No. 10 of 2018 on ASN Competency Development, competency development can also be achieved through hands-on learning experiences and external educational activities. This regulation provides diverse methods for enhancing ASN competencies beyond conventional training programs (Tanjung, 2022).



LITERATURE REVIEW

Evaluation

Program evaluation is a method for measuring the performance of a program by comparing it with predetermined standards or targets, and analyzing the results obtained. Information from the evaluation is then used as a reference for decision making and policy formulation. The evaluation process is carried out routinely and systematically through accountable data collection and analysis, in order to determine how far a program has achieved its expected targets (Ina et al., 2024). Program evaluation is an evaluation that assesses activities in the field of education by providing continuous data. Thus, program evaluation is a series of activities carried out to determine the level of success of a program and as an assessment of the program being run.

Orientation

Daft and Weick stated that "learning orientation can be defined as the achievement of members in organization in different". That is, learning orientation can be defined as the achievement of each member in the organization in different understandings, interpretations, and insights in relation to the organization or its environment (Thingdiacia Tjendan Mei le, 2019, in Junida & Marbun, 2023b). Meanwhile, according to Anwar Prabu Mangkunegara, training or orientation is an educational process that is held in a relatively short period of time using systematic and organized mechanisms and procedures, so that training participants can learn about technical knowledge and expertise for certain purposes (Tamsuri, in Junida & Marbun, 2023b).

Performance

Performance is often associated with the significance of an organization or company in achieving its goals, particularly in the context of human resource development, where an employee's achievements are crucial for both personal success and the company's overall performance. Performance is defined as the result of a structured and scheduled work process carried out by employees along with the relevant organizational team (Samsudin, 2019). According to Moehariono (2012) (as cited in Uguy, n.d.), performance represents the level of achievement in implementing a program, activity, or policy to realize an organization's objectives, goals, vision, and mission, as outlined in its strategic planning. Meanwhile, Veithzal Rivai (2009) (as cited in Normi, 2017) describes performance as a comprehensive depiction of changes over a certain period, reflecting the results or achievements influenced by a company's operational

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activities in utilizing its resources. Based on these definitions, performance can be identified as an employee's output in achieving optimal results. The primary element of performance is human resources; with well-managed and efficient human resources, an organization or company can effectively achieve its objectives.

Human Resource (HR) Development

Singodimedjo (2000) (in Sutrisno, 2017) stated that human resource development is the process of preparing individuals to assume different or higher responsibilities within an organization. Human resource (HR) development has various objectives, both external and internal. The purpose of internal HR development is to increase workforce productivity, which includes the quality and quantity of work results. This productivity can be increased through HR development. In an organization, HR development contributes to improving employee administrative skills, thinking skills, and technical skills. In addition, internal HR development can also increase organizational effectiveness, reduce work accidents, improve internal services, and improve employee morale and careers, and appreciate their efforts and work Sutiawan et al. 2021 (in Suryani et al., 2023).

RESEARCH FRAMEWORK

Based on the description and explanation of theoretical investigations and hypotheses, a research model can be created which is used in this research. This research model is shown in the following figure:

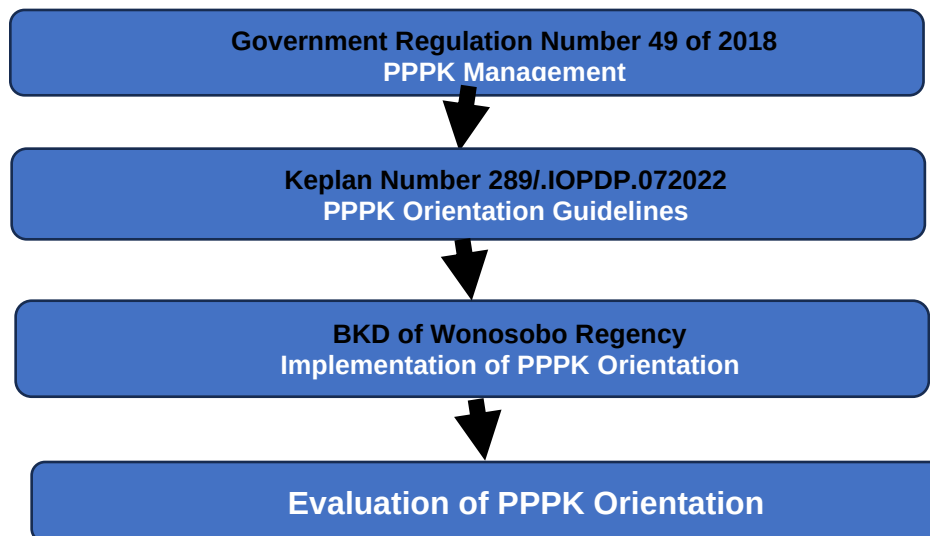


Figure 1. Research Framework

RESEARCH METHODS

The research methodology used in this study employs a qualitative approach. According to Retno Pratiwi et al. (2022), qualitative research is a method conducted with the primary goal of objectively describing a situation using interviews. This type of research is descriptive and analytical in nature, meaning it seeks to depict and explain events, phenomena, and social situations under investigation. Meanwhile, the analytical aspect involves the process of giving meaning, interpreting, and comparing the obtained data (Charismana et al., 2022). The reason for choosing this qualitative method is that it allows the researcher to gain an in-depth and contextual understanding of the studied phenomenon. The unit of analysis in this study consists of employees in the Training and Competency Development division, specifically those serving as Policy Technical Analysts and PPPK employees. As defined by Firdaus & Rahmawati (2018), the unit of analysis in research refers to the entity regarded as the research subject, where analysis is conducted.

The research relies on both primary and secondary data sources. As stated by Edi Riadi (2016:48) in Sari & Zefri (2019), data sources provide information, categorized into primary and secondary data. Primary data is obtained directly from sources without intermediaries, making it the most authentic and unprocessed statistically. This data is collected through techniques such as observation, interviews, focus group discussions, and questionnaires. Secondary data, on the other hand, is obtained indirectly from research subjects and may come from online sources or relevant references (Sari & Zefri, 2019). In this study, primary data sources include Sri Sunarni, S.STP., MM., Nurul Anggraini, S.A.P., and Fera Agri Briliانا, S.E. Meanwhile, secondary data consists of archived documents such as the PPPK Orientation Activity Plan for Wonosobo Regency and the 2024 PPPK orientation results. Data collection methods employed include interviews, observations, and documentation analysis (Waruwu, 2024). The qualitative descriptive analysis method is used to analyze, describe, and summarize various conditions and situations based on data gathered from interviews and observations (I Made Winartha in Ridwan et al., 2021). The analysis process involves verifying data alignment with research objectives, conducting interviews with participants regarding orientation procedures, and drawing conclusions by identifying emerging patterns.

RESULTS

As part of this internship report, the researcher conducted practical work at the Regional Personnel Agency (BKD) of Wonosobo Regency in the Training and Career

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Development Division. Throughout the internship period, the researcher engaged in various tasks and observed the workflow in this division. The activities included entering data of government functional position employees, recording incoming and outgoing official letters, inputting disposition records for all BKD divisions, assisting in preparing the PPPK Orientation Program, and compiling employee transfer records in Wonosobo Regency. The Training and Career Development Division is responsible for organizing the PPPK Orientation for newly appointed PPPK employees. This program aims to introduce them to the vision and mission of the Regent of Wonosobo, familiarize them with the roles and responsibilities of civil servants within the local government, educate them on government ethics and values, and provide basic military training, including marching drills.

According to Wsterberg (in Wijoyo, 2022), an interview is defined as an interaction between two individuals to exchange information and ideas through a question-and-answer session, allowing the collected data to be processed and compiled into a specific topic. In this study, the researcher interviewed the Head of the Training and Career Development Division, a policy analyst, and a PPPK orientation participant. The interviews were conducted remotely via Zoom, while additional discussions and data verification were carried out through WhatsApp communication with the policy analyst.

The informants in this research were selected based on their job positions relevant to the focus of the internship study. These individuals served as key sources to strengthen the study's findings. The main informants included Sri Sunarni, S.STP., MM. (Head of the Training and Career Development Division), who supervised the researcher during the internship; Nurul Anggraini, S.A.P. (Policy Analyst), responsible for competency development and study leave management of Wonosobo government employees; and Fera Agri Briliana, S.E. (Junior HR Analyst), who participated in the PPPK Orientation as a newly appointed PPPK employee.

The findings from the interviews were categorized into key aspects of the PPPK Orientation Program. The participants emphasized the importance of orientation as a legal mandate and a preparatory stage for newly recruited PPPK employees. The program introduced the roles and responsibilities of civil servants, government values and ethics, and national defense principles. Regular evaluations were conducted post-orientation, revealing both positive and negative outcomes. While the orientation helped new employees adapt to their work environment and align with the organization's vision and mission, areas for improvement were identified, particularly in the structure and effectiveness of the sessions.



The evaluation process showed that orientation received generally positive feedback, although certain aspects required enhancement. For instance, during the COVID-19 pandemic, the orientation faced challenges, prompting BKD to develop better strategies for future implementations. The program was structured with a clear agenda, ensuring that participants were informed about its objectives before its commencement. The materials provided were aligned with government regulations and deemed highly relevant. The facilitators were evaluated as competent and effective in delivering the content engagingly. Ultimately, the orientation successfully supported PPPK employees in their organizational duties, including aspects of administration, supervision, finance, and planning, equipping them with the necessary knowledge and skills for their roles.

DISCUSSION

The discussion section summarizes the data and findings obtained from interviews, which are elaborated in relation to previous research. The interviews were conducted with three employees from the Regional Civil Service Agency (BKD) of Wonosobo Regency, including two employees responsible for organizing the PPPK orientation and one employee who participated in the orientation. The PPPK orientation serves as an essential introduction for contract-based government employees (PPPK) to the civil service environment, in accordance with Law No. 5 of 2014 on State Civil Apparatus (ASN). This orientation aims to provide participants with an understanding of their roles, responsibilities, and ethical standards in public service while also fostering motivation, commitment, and professionalism. The program is mandatory and must be conducted within one month after the appointment of PPPK employees. Additionally, it ensures a unified understanding of expectations and performance standards to minimize potential misunderstandings or conflicts (Utama, n.d.).

The BKD of Wonosobo Regency has implemented various orientation methods, including online, hybrid, and in-person sessions, each evaluated for effectiveness. Findings indicate that in-person training is the most effective approach due to direct interaction, which enhances engagement and competency development. This aligns with the study by Ilmiah (2024), which highlights that face-to-face training significantly improves participants' skills compared to online sessions. The orientation program has generally received positive feedback from participants, particularly regarding the clarity of information and interactive learning methods. However, some aspects require improvement to optimize future implementations. While participants appreciate the



program's structure, ongoing enhancements remain crucial to aligning the training with evolving needs and ensuring continuous improvement (Yulianti, 2022).

Evaluation results indicate that the quality of the orientation program has improved significantly, especially following challenges faced during the COVID-19 pandemic. The BKD has developed better strategies to enhance participants' experiences, leading to increased satisfaction compared to previous years. The structured approach includes a clear explanation of objectives, detailed guidance, and well-prepared facilitators who effectively communicate key information. The facilitators' expertise and interactive teaching methods have contributed to an engaging learning environment, further motivating participants. However, to strengthen practical knowledge, it is recommended to incorporate hands-on exercises, such as official document preparation, which would provide more applicable skills. Although the current program is well-received, additional in-person sessions are limited due to financial constraints. Nevertheless, the orientation successfully prepares PPPK employees for their roles and fosters their understanding of the local government's vision and mission, ultimately enhancing workplace performance and adaptation (Rahayu & Wahyudi, 2021).

CONCLUSION

Civil Servants (ASN) must possess competencies relevant to their respective fields to uphold a clean and authoritative government system (good governance). ASN consists of Civil Servants (PNS) and Government Employees with Work Agreements (PPPK), whose management structures differ, as outlined in Law No. 5 of 2014 on State Civil Apparatus. PNS are Indonesian citizens appointed as permanent ASN employees, while PPPK are individuals with a minimum of two years of prior experience in government institutions or related agencies and are appointed as ASN employees through work agreements. Given that PPPK employees come from non-ASN backgrounds, competency development is essential to instill ASN values, ethics, and responsibilities. The Regional Civil Service Agency (BKD) of Wonosobo Regency is responsible for conducting orientation programs for PPPK, in accordance with the State Administration Agency Regulation No. 15 of 2020 on PPPK Competency Development and Decision No. 289/K.1/PDP.07/2022 on PPPK Orientation Guidelines. The orientation, held once during their tenure, is mandatory for all newly appointed PPPK employees. Based on research findings, BKD Wonosobo has fulfilled its obligation to conduct the orientation as per regulations. The program spans three days, with two days of in-class training covering theoretical materials and a third day dedicated to physical training such as marching

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exercises. Throughout the orientation, facilitators, speakers, and participants encountered no significant challenges. The program was attended by 293 PPPK employees from the 2023 intake, 14 from the 2022 intake, and 11 from the 2022 optimization pathway. The orientation proved highly beneficial in enhancing participants' knowledge, attitudes, and ethical awareness, thereby supporting their professional responsibilities and the organization's vision. Its effectiveness is evident from the improved performance of PPPK employees six months post-orientation. Additionally, participants were required to submit individual reports to reinforce the materials covered and provide feedback through group assignments focused on innovative solutions for Wonosobo Regency.

RECOMMENDATION

Based on the research findings, several recommendations are proposed for the Regional Civil Service Agency (BKD) of Wonosobo Regency to enhance future PPPK orientation programs. While face-to-face training remains the most effective method, integrating information technology could improve cost efficiency and accessibility. Developing an online learning platform would allow participants to access orientation materials, discussion forums, and independent assignments anytime and anywhere, enabling them to revisit content and engage with facilitators and peers more flexibly. Additionally, incorporating practical training sessions would strengthen participants' understanding by providing hands-on experience relevant to their duties, ensuring they are better prepared for real-world challenges. A more in-depth evaluation process is also recommended to identify areas for improvement, allowing the orientation curriculum to be refined for greater relevance and effectiveness. Lastly, extending the orientation duration would ensure that materials are delivered more comprehensively, maximizing participants' understanding and engagement.

MANAGERIAL IMPLICATIONS

The findings of this study highlight the importance of structured orientation programs in enhancing the competencies of Government Employees with Work Agreements (PPPK). The Regional Civil Service Agency (BKD) of Wonosobo Regency should consider integrating digital learning tools to complement face-to-face training, ensuring greater accessibility and cost efficiency. Additionally, incorporating practical training elements can better equip PPPK employees with the necessary skills to perform their duties effectively. A more rigorous evaluation process should also be implemented

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to continuously refine the orientation program, ensuring alignment with the evolving needs of public service. By optimizing orientation strategies, BKD can enhance employee readiness, promote ethical governance, and ultimately improve overall institutional performance.

RESEARCH LIMITATIONS

This study has certain limitations that should be acknowledged. First, the research focused solely on the PPPK orientation program in Wonosobo Regency, which may limit the generalizability of the findings to other regions with different administrative structures and resources. Additionally, the evaluation of the program's effectiveness was based on self-reported assessments from participants, which may introduce bias. The study also primarily examined short-term impacts, without a comprehensive analysis of long-term competency development and career progression. Future research should consider a broader scope, incorporating multiple regions and longitudinal assessments to provide a more comprehensive understanding of the effectiveness of PPPK orientation programs nationwide.

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