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Internalization of the "BerAKHLAK" Civil Service Values Through Basic Training for Civil Service Candidates: A Literature Review on Learning Strategies and Program Evaluation

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Abstract---*Internalizing the ASN BerAKHLAK values through Basic Training for Civil Service Candidates (Latsar CPNS) is a crucial component in developing a professional civil service focused on public service. This study aims to analyze learning strategies that support the internalization of ASN BerAKHLAK values as well as program evaluation approaches to assess the process and outcomes of their implementation. The method used is a literature review examining relevant journal articles, books, laws and regulations, and official documents. The literature was analyzed using a descriptive-qualitative approach through the identification, categorization, comparison, and synthesis of information based on two main focuses: learning strategies and program evaluation. The results of the study indicate that the internalization of values must be supported by contextual learning that links conceptual understanding to work experience through case studies, problem-solving, assignments, collaborative discussions, simulations, and reflection. Mentoring and organizational support are crucial aspects for the sustainable implementation of these values. Program evaluation must go beyond measuring satisfaction and knowledge to include work behavior through clear indicators, the use of multiple sources of evidence, and follow-up assessments after training. However, training alone cannot explain behavioral change, as organizational conditions also influence it. This study concludes that the internalization of ASN BerAKHLAK values requires alignment between learning objectives, practical experiences, mentoring, and continuous evaluation. The study's findings provide a conceptual foundation for refining the learning and evaluation of the CPNS Induction Training (Latsar), while taking into account the limitations of the evidence and differences in implementation contexts.*
Keywords---*internalization of values, ASN BerAKHLAK, CPNS induction training, learning strategies; program evaluation.*

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Introduction

Civil servants (ASN) hold a strategic position in the administration of government because they serve as both implementers of public policy and providers of services directly related to the needs of the public. This position requires civil servants not only to possess technical skills but also to ground their work in ethical values and a sense of public responsibility.

Law No. 20 of 2023 on the Civil Service sets out the direction for the transformation of the civil service toward a workforce that is highly productive and service-oriented, accountable, competent, harmonious, loyal, adaptive, and collaborative (Republik Indonesia, 2023). These regulations demonstrate that civil service development cannot be separated from the cultivation of behavior that aligns with the public interest. In this context, the enhancement of competencies must be closely linked to the development of professional character, so that the ability to perform duties goes hand in hand with an awareness of the need to be accountable for decisions and actions (Kamaliah et al., 2025). Therefore, teaching core values is an essential part of preparing civil servants who are capable of carrying out government functions professionally, with integrity, and with a focus on the needs of the community.

The strengthening of civil servants' behavioral orientation is grounded in policy through the establishment of the "BerAKHLAK" core values for civil servants. Circular Letter No. 20 of 2021 from the Minister of State Apparatus Empowerment and Bureaucratic Reform regarding the Implementation of *Core Values* and *Employer Branding* for the Civil Service serves as a reference in establishing a common set of core values for civil servants across various government agencies (Ministry of State Apparatus Empowerment and Bureaucratic Reform [Kementerian PANRB], 2021). BerAKHLAK is an acronym for Service-Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative. These seven values can be understood as a behavioral framework that links service quality to responsibility, capacity building, respect for diversity, dedication to the nation, readiness to embrace change, and cooperation (Herwanto & Hutasoit, 2023). This shared value framework is important because civil servants work in organizations with different duties, service characteristics, and work environments. Therefore, the implementation of BerAKHLAK must be translated into actions relevant to each individual's job, rather than merely being introduced as an organizational term or slogan.

The challenge in applying these core values lies in the process of internalization—that is, how the values introduced in the learning process can become factors that civil servants take into account when taking action. In this article, internalization is viewed as a process that goes beyond the ability to state or explain the meaning of a value, as the primary focus is on the connection between understanding and work behavior. The importance of this distinction is evident in the research by Herwanto & Hutasoit (2023), which developed a measurement instrument for the internalization of BerAKHLAK based on the behavior of CPNS Basic Training participants as observed by those who interact with them in the workplace. This approach indicates that assessing internalization requires indicators that are recognizable in the performance of duties, such as responsibility, openness to feedback, adaptability, and a willingness to cooperate. Therefore, values education must be directed toward establishing connections between normative meanings, concrete experiences, and the underlying rationale for actions. The issue is not merely whether participants are familiar with BerAKHLAK, but rather how these values manifest in their daily work decisions and habits (Kizilcec et al., 2017).

The Basic Training for Civil Service Candidates (Latsar CPNS) serves as a crucial context for examining this process, as it is part of the preparation of prospective civil servants before they are appointed as Civil Servants. The State Administration Agency explains that the implementation of Latsar CPNS through a *blended learning* model is based on State Administration Agency Regulation No. 10 of 2021 concerning Amendments to State Administration Agency Regulation No. 1 of 2021 on Basic Training for Civil Service Candidates (Lembaga Administrasi Negara [LAN], 2022). The use of integrated learning creates opportunities to link learning activities with practical application in the workplace. In the context of this article, basic training (Latsar) is understood not only as an activity that participants must complete, but also as an opportunity to align civil service policy requirements with the development of professional behavior. Consequently, the quality of the program must be evaluated based on the alignment between learning objectives, the experiences provided to participants, the support and guidance offered, and the forms of assessment (Dinarwati et al., 2025). The interconnection of these elements serves as the basis for assessing the extent to which the training program provides conditions that support the internalization of values.

The first aspect that requires attention is the learning strategy used to translate the BerAKHLAK values into meaningful learning experiences. Research by Herwanto & Hutasoit (2023), shows that the level of internalization achieved for each value is not always the same. In a study of 43 participants in the CPNS Basic Training Program at the Karawang Regency Civil Service Police Unit, with assessments collected from 80 respondents in the workplace, an overall internalization score of 76.2 was obtained, which was categorized as "very good" according to the study's criteria. Nevertheless, the "Loyalty" value had the highest index at 83.9, while "Adaptability" had the lowest index at

71.28. This disparity suggests the need to address more specific learning needs, rather than assuming that all values can be developed through a uniform approach. Based on these findings, this study aims to examine strategies such as case studies, service dilemma discussions, reflection, contextual assignments, and actualization as alternatives that need to be compared based on evidence. The focus of the analysis is on the mechanisms that enable participants to connect values to workplace issues, rather than merely the variety of methods used.

In addition to the learning design, the relationship between training and the work environment must be considered, as participants' behavior does not occur in a space separate from the organization. Herwanto & Hutasoit (2023), used evaluations from supervisors, peers, and subordinates who interact directly with participants to gain insight into the application of values in work activities. The selection of these data sources underscores the importance of examining the internalization of values within the context of workplace relationships, rather than solely through participants' experiences during classroom sessions. In this regard, the role of mentors, the exemplary behavior of supervisors, opportunities to apply ideas, and feedback from coworkers are relevant aspects warranting further exploration through the literature. This article does not assume that all these factors always have the same influence, but rather positions them as conditions that need to be examined when explaining the sustainability of value implementation. Thus, learning strategies need to be analyzed alongside their contextual application so that the discussion does not stop at the success of training activities. This relationship also helps explain why evidence of task completion must be distinguished from evidence of the formation of enduring behavioral habits in the workplace.

The second aspect is program evaluation capable of generating evidence aligned with the goal of internalizing values. This need is evident in the findings of Herwanto & Hutasoit (2023), regarding the limitations of post-training evaluation instruments in the context of the Karawang Regency Government. The study identified that the evaluation forms used did not specifically measure work behavior based on the BerAKHLAK values, thus necessitating the development of more relevant indicators. While these findings cannot be generalized to all Latsar organizers, they provide a concrete example of the potential mismatch between learning objectives and the tools used to measure them. If the training's objective is focused on the application of values, the evaluation must be able to distinguish between conceptual understanding, task performance during training, and behavior after participants return to work. Therefore, the evaluation analysis in this article focuses on the alignment between objectives, indicators, instruments, information sources, and the timing of measurement. With such alignment, the evaluation results are expected to provide a clearer basis for assessing program outcomes and identifying which aspects of the learning process still require improvement.

The relationship between learning strategies and program evaluation is an issue that requires more in-depth analysis. Research by Herwanto & Hutasoit (2023), has contributed by developing behavioral indicators and measures of internalization within an institutional context, while the Latsar policy provides a framework for organizing learning for prospective civil servants. However, these two types of sources address different questions: policy documents outline the direction and structure of the program, whereas empirical research provides evidence that is limited by the study's design, instruments, respondents, and location. This distinction justifies not equating normative provisions with evidence of effectiveness. In this article, the scope of the study focuses on the need to connect how learning is designed, what behaviors are expected to emerge, and what evidence is used to assess the emergence of those behaviors. A literature review is necessary to compare findings, assess the limitations of conclusions, and identify relationships that have not been adequately explained. Thus, the research gap is defined as the need for a synthesis between the learning process and the measurement of outcomes, not as a claim that research on BerAKHLAK is unavailable.

Based on this description, this article aims to analyze the internalization of BerAKHLAK civil servant values through the CPNS Basic Training (Latsar) by focusing the discussion on two main aspects: learning strategies and program evaluation.

Method

This study employs a literature review method to examine the internalization of ASN BerAKHLAK values through the Basic Training for Civil Service Candidates (Latsar CPNS), with a focus on learning strategies and program evaluation. The literature sources used include scientific journal articles, books, laws and regulations, and official documents relevant to the core values of ASN and the implementation of the Latsar CPNS program (Eliyah & Aslan, 2025). The literature was selected based on its relevance to the focus of the discussion, the clarity of the sources, and its contribution to the study's objectives. The analysis was conducted using a descriptive-qualitative approach through reading, identifying main ideas, grouping information, and comparing concepts and findings from previous

research. The results of the analysis were then synthesized into two main discussions: learning strategies to support the internalization of the ASN BerAKHLAK values and program evaluation to assess the process and outcomes of their implementation in the performance of duties (Zed, 2025).

Result and Discussion

Learning Strategies for the Internalization of ASN BerAKHLAK Values through CPNS Basic Training

Learning strategies in the Basic Training for Civil Service Candidates (Latsar CPNS) should be geared toward a process of internalization that links the understanding of values to the development of appropriate behavior in the performance of duties (Marasabessy & Uluputty, 2024). Within this framework, learning success is demonstrated not only by participants' ability to explain the values of Service-Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative, but also by their ability to apply those values when addressing workplace challenges (Khaira, 2025).

Herwanto & Hutasoit (2023), demonstrate the importance of behavioral orientation through the measurement of BerAKHLAK internalization, which involves parties who interact with participants in the workplace. The study shows that core values need to be translated into observable indicators, rather than merely serving as knowledge assessed through written responses. Consequently, instructional planning must begin by defining expected behaviors, followed by the selection of learning experiences that enable those behaviors to be practiced. Thus, the relationship between objectives, activities, and assessment becomes a key consideration in designing values-based instruction. This approach positions participants as future public servants who must be able to explain the ethical rationale behind their actions while demonstrating alignment between that rationale and their actual behavior.

Tailoring instruction to the characteristics of the participants is an important first step, as CPNS candidates have diverse educational backgrounds, experiences, and fields of work. Kamaliah et al. (2025), emphasize the need for facilitators to understand participants' prior knowledge, experiences, challenges, and motivations so that BerAKHLAK learning can be connected to their professional contexts. In a study of participants in the Civil Service Candidate (CPNS) Basic Training Program at the National Research and Innovation Agency (BRIN), the application of values was linked to researchers' activities, including the preparation of research funding proposals. This contextualization illustrates that the same values can be learned through different work-related issues. Based on this approach, learning for participants from the fields of administration, education, health, or research should utilize cases closely related to their respective responsibilities, without altering the fundamental meaning of BerAKHLAK. Facilitators can begin activities by exploring participants' experiences regarding service delivery, job accountability, procedural changes, or teamwork. This information is then used to determine relevant case studies and assignments. Thus, adapting the learning process does not mean differentiating value standards, but rather providing pathways to understanding that align with participants' needs and experiences.

The integration of self-directed learning, face-to-face interaction, and assignments is another strategy that can be used to foster continuity in the learning experience. Kamaliah et al. (2025), describe "Agenda 2" learning, which combines synchronous and asynchronous activities, beginning with a reflection on self-directed learning experiences through MOOCs. In practice, participants have the opportunity to review the material, participate in discussions, complete assignments, and reflect on the application of values. These findings provide a basis for designing a clear division of roles among activities: self-directed learning is used to explore initial concepts, face-to-face sessions are used to test understanding through dialogue, while assignments are used to connect concepts with action. However, the use of multiple learning modalities does not in itself guarantee internalization. The relationships between activities need to be explained so that participants understand why the material is being studied and how it applies to their work (Estiningsih, 2023). Therefore, the asynchronous assignment should be revisited at the next meeting, while the results of the discussion need to be followed up with practical application activities. This continuity prevents learning from becoming a collection of activities focused solely on fulfilling obligations.

Case-based learning can be used to align the BerAKHLAK values with the complexities of public service issues. Suciani (2024), describes the use of article analysis, group presentations, and discussions to help participants understand and apply the Adaptive value. In this study, participants not only received explanations of the concept but were also asked to connect the content of the readings with the actions they need to take as civil servants. Based on this approach, learning cases can be designed to present issues that require consideration of multiple values simultaneously, such as public complaints, changes in service systems, resource constraints, or differences of opinion within a team. Participants are then asked to identify the problem, determine the affected parties, compare alternative courses of action, and explain the rationale for their choice. This example represents a pedagogical development of the contextual approach, not a direct finding regarding the effectiveness of all types of case studies. The primary

value of this strategy lies in the opportunity to openly examine the consequences of actions. With the facilitator's guidance, discussions can be directed so that participants not only seek answers that appear normatively correct but also formulate choices that are both actionable and accountable (Donker et al., 2014).

Problem-solving-oriented assignments are also relevant for linking values-based learning to task execution. Kamaliah et al. (2025), describe simulation activities for applying core values through the identification of current issues, the formulation of solutions, and the development of activity steps. In the context of BRIN researchers, the activity of drafting proposals serves as a means to map accountable, competent, adaptive, and collaborative behaviors in the work process. Based on these findings, the design of Latsar assignments can be directed toward problems that participants actually encounter in their work units, rather than merely toward tasks that are easy to complete. Participants need to explain the needs underlying the activity, the parties that must be involved, implementation risks, and the values underpinning each stage. As an example, an assignment to improve service information might include identifying user needs, verifying the accuracy of the information, consulting with relevant parties, and refining the information based on feedback. The quality of the learning lies in this decision-making process, not just in the final outcome. Therefore, facilitators should request evidence and explanations that demonstrate how these values were applied during the task's execution.

Collaborative learning provides participants with the opportunity to put values into practice through interaction, the sharing of responsibilities, and the resolution of disagreements. Kamaliah et al. (2025), in a study of 21 participants in the BRIN CPNS Basic Training Program, reported that the assessment scores for group tasks were higher than those for individual tasks in the learning context under study. The authors attribute these results to participants' opportunities to collaborate, adapt, and maintain harmonious relationships. Nevertheless, findings from this specific sample and context are insufficient to conclude that group tasks are always superior across all Latsar programs. A more appropriate implication is the need to design structured collaboration with clear objectives, roles, and responsibilities. Group tasks also need to be balanced with an explanation of individual contributions so that the success of the final product does not mask disparities in participation. Facilitators can ask participants to explain how the group makes decisions, handles objections, and synthesizes ideas. With such a design, the group is not merely a way to divide up work, but a training ground for applying "Harmonious" and "Collaborative" principles while maintaining "Accountability" at the individual level.

Reflection is a strategy that can be used to deepen the connection between learning experiences and the interpretation of values. Kamaliah et al. (2025), describe the use of a *learning journal* as a medium for participants to review their experiences during the learning process, relate them to their work, and identify values that are easy or difficult to apply. Suciani (2024), also incorporates reflection into the closing phase of Adaptive learning to elicit participants' responses regarding the learning process and its meaning. Based on these two sources, reflection journals should not be limited to summaries of material or general statements that participants will apply the BerAKHLAK values. Questions can be directed toward specific experiences, the reasons behind actions taken, the values involved, difficulties encountered, and changes to be made. This type of questioning is a suggested improvement to ensure that reflections yield more analytical descriptions. Facilitators also need to distinguish between in-depth reflections and writings that merely use normative terms. With relevant feedback, participants gain the opportunity to examine discrepancies between their held values and their actual actions, and then formulate realistic steps for improvement.

The selection of instructional media should take into account pedagogical functions and task characteristics, rather than merely the novelty of the technology used. Kamaliah et al. (2025), compared assessment outcomes using videos, *learning journals*, and papers, and reported that papers received the highest average ratings among BRIN research participants. These results are relevant to the nature of the participants' work, which demands analysis and academic writing, but they cannot be used to conclude that term papers are the best medium for all civil service candidates. Furthermore, differences in assignment scores do not automatically indicate differences in the long-term internalization of behaviors, as the format of the assignments and their assessment requirements must also be considered. Therefore, the use of media should be tailored to the objective: videos to provide observational material, journals for personal reflection, and papers to develop arguments. The use of technology must be accompanied by activities that require participants to process information, take a stance, and receive feedback. Within this framework, media are selected based on the learning experiences intended to be fostered, not on the assumption that the use of digital devices always results in more meaningful learning.

Simulations can be developed as opportunities to practice actions before participants face real-world work situations. Kamaliah et al. (2025), incorporated simulations and feedback into Agenda 2 learning to link core values with civil servant duties. Based on this approach, simulations can be designed to involve handling complaints, coordination meetings, conveying service information, or making decisions when resources are limited. These

examples are suggested applications that need to be adapted to specific job domains and learning objectives. Their implementation should be accompanied by clear behavioral indicators so that observers know which aspects to focus on, such as the accuracy of explanations, willingness to listen, use of correct information, and accountability for decisions. After the activity is complete, participants should discuss the reasons behind their actions as well as alternatives that might be more appropriate. The discussion following the simulation is crucial because observed actions do not always reveal the underlying considerations. Therefore, simulations should be treated as a space for practice and improvement, not merely as a performance evaluated based on participants' fluency or self-confidence.

Mentoring and leading by example must be closely linked to opportunities for participants to apply these values in the workplace. Dinarwati et al. (2025), reported that the transfer of BerAKHLAK learning occurs through understanding, internalization, habituation, and application, with the work environment serving as the context for its sustainability. The qualitative findings of the study indicate that the values learned during the basic training can serve as behavioral guidelines when the work environment supports their application. Based on these findings, mentoring should not be limited to checking the completeness of documents but should instead focus on discussing participants' decisions, obstacles, and alternative courses of action. Mentors can help participants understand the organizational context, while facilitators or coaches can guide reflection on the relationship between activities and the values being applied. This division of roles is a practical implication that needs to be adapted to the program's organizational structure. At the same time, the behavior of mentors must be consistent with the learning messages so that participants are not presented with value expectations that contradict everyday examples. Thus, mentoring is aimed at maintaining the connection between training objectives and work practices.

Learning strategies also need to provide different forms of reinforcement based on the values and contexts that still require attention. Herwanto & Hutasoit (2023), found that the "Loyal" dimension scored the highest index of 83.9, while the "Adaptive" dimension scored the lowest index of 71.28 among participants in the CPNS Basic Training Program at the Karawang Regency Civil Service Police Unit. This difference does not indicate that the "Adaptive" dimension is always a weakness for all training participants; rather, it highlights the need to interpret achievement profiles contextually. Suciani (2024), provides examples of how "Adaptive" can be operationalized through activities that require adapting to technology, developing ideas, active participation, and problem-solving. Based on these two sources, efforts to strengthen learning can be directed toward specific behaviors that have not yet developed—such as the willingness to change one's approach after receiving feedback or the ability to offer alternatives when procedures encounter obstacles. However, reinforcing one value must maintain its connection to other values. Innovation, for example, must be accompanied by accountability and consideration for the needs of service users. Thus, learning does not separate the seven values into standalone competencies but uses them as complementary considerations.

Thus, this synthesis guides the Latsar learning strategy toward a continuous cycle of concept introduction, problem analysis, practical application, reflection, and implementation in the workplace. Kamaliah et al. (2025), provide an overview of the use of various assignments and media in learning. In Agenda 2, Suciani (2024), presents examples of how the Adaptive approach can be applied to learning activities, while Dinarwati et al. (2025), frame the workplace as a context for the sustainable transfer of learning. These three sources support the development of integrated strategies, but they do not yet provide a basis for concluding that any single combination of methods is guaranteed to be effective across all organizations. Therefore, the selection of strategies must take into account behavioral objectives, learner characteristics, job types, resources, and organizational support. The main contribution of this synthesis is the categorization of each method based on its function: case studies for examining considerations, assignments for trying out applications, collaboration for practicing interactions, and reflection for reviewing experiences. Further evidence of success needs to be obtained through evaluations that can distinguish between improved understanding during training and the sustained application of values after participants return to work.

Evaluation of the CPNS Basic Training Program in Assessing the Internalization of ASN Values Based on the "BerAKHLAK" Framework

The evaluation of the Basic Training Program for Civil Service Candidates (Latsar CPNS) should be viewed as a process of collecting and interpreting evidence to assess the alignment between learning objectives, the implementation of activities, and the changes demonstrated by participants. (Doni & Arman, 2024). In the context of the BerAKHLAK civil service values, evaluation should not focus solely on the completion of tasks or the ability to explain material, but must also extend to the internalization of these values in work behavior. Herwanto & Hutasoit (2023), provide an example of this approach through the development of an instrument that assesses the application of BerAKHLAK based on observations by individuals who interact with participants in the workplace. This

approach highlights the importance of distinguishing between academic achievements during training and the application of values after the learning process has concluded. Participants who are able to articulate the principle of accountability, for example, have not necessarily demonstrated consistency in taking responsibility for their work.

Therefore, evaluations should be designed to answer several interrelated questions: what participants have learned, how they apply that knowledge, and what conditions support its application. With this focus, evaluations serve not only as a basis for determining participants' outcomes but also as a source of information for improving instructional design and organizational support (Patton, 2001).

Clarity regarding the evaluation objectives is a prerequisite to ensure that the assessment of internalization is not conflated with the administrative evaluation of training implementation. Evaluations of schedule adherence, facility availability, and the completeness of assignments remain necessary; however, this information cannot be treated as direct evidence that the BerAKHLAK values have become an integral part of participants' behavior. The Kirkpatrick model distinguishes training evaluation into four levels: reaction, learning, behavior, and organizational results. (Kirkpatrick, 2015). This distinction helps clarify that satisfaction with facilitators falls into a different category from increased understanding or changes in behavior in the workplace. When applied to Latsar, each category requires appropriate questions, indicators, and data sources. Satisfaction questionnaires can be used to understand participants' experiences, while observations and evidence of work performance are needed to assess the application of values (Budiyanto & Martarech, 2026).

Therefore, evaluation reports should not combine all achievements into a single general conclusion without explaining the basis for their measurement. Separating these categories allows program organizers to determine whether the program's issues lie in the learning experience, mastery of skills, opportunities to apply what has been learned, or support from the work environment.

At the reaction level, the evaluation aims to determine whether participants view learning as a relevant activity that actively engages them and supports their ability to perform tasks. Kirkpatrick, (2015) emphasizes that participants' reactions are not merely a matter of liking the activity, but are also related to their engagement and the relevance of the learning experience. In the context of Latsar, evaluation questions can focus on the relevance of case studies to their work, the clarity of the connection between assignments and the BerAKHLAK values, and the benefits of the feedback provided by facilitators. To further develop the assessment instrument, participants can also be asked to explain which parts of the learning helped them understand service-related issues or which parts they still find difficult to apply. Open-ended responses are necessary to clarify the meaning of scores obtained through the rating scale. Nevertheless, positive responses must still be interpreted with caution, as participants may feel satisfied without having experienced any change in their abilities or behavior. Therefore, the results of the reaction evaluation should be used to improve the learning experience and identify initial barriers, rather than as the sole basis for declaring the success of internalization. Evidence at this level needs to be interpreted in conjunction with the results of learning assessments and workplace application.

At the learning level, evaluation should assess the development of the knowledge, skills, attitudes, self-confidence, and commitment necessary to achieve the program's objectives (Kirkpatrick, 2015). In the CPNS Basic Training, assessment may include the ability to explain the meaning of values, identify ethical issues, choose appropriate actions, and provide justifications consistent with the responsibilities of a civil servant. Kamaliah et al. (2025), used pretests and posttests, individual and group task assessments, and facilitator rubrics in teaching the BerAKHLAK core values. The use of these various assessment methods provides a broader picture than knowledge tests alone. However, increases in scores before and after the learning process should be interpreted as evidence of development in the measured aspects, not automatically as evidence of long-term behavioral change. Case studies, for example, can reveal the quality of participants' reasoning in the presented situations, but do not guarantee that similar reasoning will be applied when facing workplace pressures. Therefore, learning evaluations need to be developed using tasks that require the application of concepts and the explanation of reasoning, while also being linked to observations of behavior following the training.

Behavioral assessment is the aspect most directly related to the question of whether learning outcomes are applied in the workplace. In the Kirkpatrick model, the behavioral level encompasses the performance of key behaviors as well as the environmental support that enables those behaviors to emerge (Kirkpatrick, 2015). Herwanto & Hutasoit (2023) provided an example of measurement by collecting data from 80 respondents—comprising supervisors, peers, and subordinates—who interacted with 43 participants in the CPNS Basic Training Program at the Karawang Regency Civil Service Police Unit. This approach broadens the basis for assessment beyond participants' self-reports. In developing the training evaluation, behavioral indicators can be formulated based on actions that occur frequently enough and are recognizable to observers, such as promptness in following up on tasks, willingness to accept feedback, or contributions to teamwork. However, the selection of evaluators must take into

account their opportunities to observe the behaviors being assessed. Supervisors do not always observe all of a trainee's interactions with service users, while coworkers may be aware of only a portion of the trainee's duties. Therefore, the evaluation must account for the scope of observation and allow for the possibility that certain behaviors may not have been observed.

At the outcomes level, the evaluation focuses on the relationship between learning and the organization's targeted achievements. Kirkpatrick (2015), explains that organizational outcomes must be understood in conjunction with the accompanying learning experiences and performance support. In the context of Latsar, indicators that may be considered include the timeliness of service delivery, the quality of work documentation, the follow-up on complaints, or improvements in coordination—provided that these indicators align with the participants' tasks and the program's objectives. These examples are suggestions for refining evaluations, not standardized measures that automatically apply to all agencies. The main challenge is distinguishing participants' contributions from the effects of changes in procedures, technology, leadership, or staff composition. Therefore, an improvement in a unit's performance after participants complete Latsar is not sufficient to conclude that the training was the sole cause of the change. A more careful assessment needs to combine performance data with explanations regarding participants' actions, the timing of implementation, and organizational support. In this way, the evaluation can demonstrate a plausible contribution without overstating the available evidence.

In addition to assessing achievements, an evaluation should explain the conditions under which the program is implemented that either support or hinder the internalization of values. The Context, Input, Process, and Product (CIPP) model provides a framework for analyzing program needs, design and resources, implementation of activities, and the results achieved. Stufflebeam (2000), explains that context evaluation assesses needs and issues, input evaluation examines strategies and plans, process evaluation monitors implementation, and product evaluation assesses program outcomes. When adapted for Latsar, context evaluation can examine participants' behavioral needs and job characteristics, while input evaluation can examine the appropriateness of materials, facilitator readiness, instruments, and mentoring support. Process evaluation then examines the conduct of discussions, the quality of feedback, and opportunities to practice values. Outcome evaluation examines learning outcomes and their application. This adaptation is a proposed analytical framework for study, not a statement that CIPP has become the official model for all Latsar programs. Its strength lies in the opportunity to explain the reasons behind a particular outcome, so that less-than-satisfactory results are not immediately attributed to participants' abilities or motivation.

The development of indicators is crucial because the BerAKHLAK values are concepts that need to be translated into measurable actions. Herwanto & Hutasoit (2023), developed a measurement instrument for internalization by focusing on behavior in the workplace as the object of assessment. Based on this approach, indicators should avoid overly general statements, such as "demonstrating good accountability," without specifying the actions involved. As operational suggestions, "Accountable" can be linked to the accuracy of reporting and accountability for work; "Adaptive" to responsiveness to change and the use of feedback; and "Collaborative" to engagement in achieving shared goals. Each indicator still needs to be tailored to the participant's authority and opportunities for action. Employees who have not yet been assigned specific responsibilities should not be rated low simply because they cannot yet demonstrate behaviors that depend on those authorities. Additionally, the rubric needs to explain the differences in achievement levels through examples of behavior, not just through numerical labels. This clarity helps evaluators understand the basis for scoring and helps participants identify which behaviors to maintain or improve.

The quality of the instrument must be examined to ensure that the evaluation results are based on a reliable foundation. Kamaliah et al. (2025), reported the use of content validity through an assessment by two BRIN Latsar facilitators, as well as a reliability check using the Intraclass Correlation coefficient, in the development of the BerAKHLAK learning instrument. This practice demonstrates attention to the appropriateness of the instrument's content and the consistency of the assessment, although its application in other contexts still requires further review. In the development of Latsar evaluations, instrument review can focus on the alignment of indicators with value definitions, the clarity of language, and the relevance of behaviors to participants' work. Pilot testing should also assess whether evaluators interpret each statement in a similar manner. If the instrument is used by multiple observers, a shared understanding of the rubric is essential before the assessment takes place. A lengthy instrument does not necessarily yield better information if it contains repetitive indicators or behaviors that are difficult to observe. Therefore, item selection should balance the scope of values, measurement precision, and the burden of completion. The results of this review should be reported transparently to serve as a basis for understanding the strengths and limitations of the evaluation scores.

The use of multiple sources and types of evidence can be developed to obtain a more comprehensive picture of the internalization of values. Herwanto & Hutasoit (2023), used assessments by parties in the workplace, while Kamaliah et al. (2025), utilized tests, assignments, and facilitator rubrics in a learning context. Both approaches can serve as a foundation for designing evaluations that link information gathered during training to evidence observed

after participants return to work. As a developmental design, test results can be interpreted in conjunction with portfolios, reflective journals, observations, and interviews regarding the application of values. Discrepancies between sources should not automatically be viewed as errors but can serve as clues for exploring the context. Participants may be able to provide sound analysis in written assignments but may not yet have had the opportunity to apply it; conversely, participants may demonstrate appropriate actions even if their written reflections are less structured. Therefore, evaluations need to carefully explain the relationships and inconsistencies among the evidence. The integration of data is intended to strengthen interpretation, not merely to increase the number of instruments or produce composite scores whose meaning is unclear.

The timing of the measurements also needs to be planned in accordance with the process of change being studied. Ruiz & Snoeck (2018), emphasizes the importance of developing an evaluation plan alongside the program design and focusing assessments on targeted outcomes and behaviors. When applied to Latsar, pre-training assessments can be used to identify participants' understanding and needs, in-training evaluations to provide feedback, and post-training evaluations to assess application in the workplace. Follow-up intervals should be determined based on participants' opportunities to perform tasks, behavioral characteristics, and the feasibility of observation—rather than using a uniform timeframe without considering the context. Evaluations conducted too soon may capture mostly initial enthusiasm, while assessments taken too far in the future without tracking the process make it difficult to explain observed changes. Additionally, participants and evaluators need to understand the purpose and intended use of the data so that evaluations are not merely perceived as fault-finding. Results indicating difficulties in application should be followed by an assessment of support needs, ensuring that evaluations serve a learning function and do not merely result in the assignment of success categories.

Overall, the evaluation of the internalization of BerAKHLAK values must proportionally link learning experiences, skill development, behavioral application, and organizational conditions. Herwanto & Hutasoit (2023), obtained an overall internalization score of 76.2, which was categorized as "very good" according to their research criteria, with a Loyalty index of 83.9 and an Adaptability index of 71.28. These findings demonstrate the benefits of analyzing each value individually, as overall achievements can mask differences in areas requiring reinforcement. However, the non-experimental survey design within a single institutional context is insufficient to establish that Latsar is the sole cause of the observed achievements. Therefore, the synthesis of this study directs the evaluation toward the use of layered evidence, clear indicators, and interpretations that take into account the limitations of the design and context. The Kirkpatrick framework can help distinguish levels of results, while CIPP can be used to examine the conditions and processes of implementation (Ruiz & Snoeck, 2018). The relationship between the two can be developed as needed, without assuming that combining the models is always necessary. The results of the evaluation should then be translated into improvements in instructional materials, teaching strategies, mentoring, and workplace support that are specific to the issues identified.

Conclusion

The internalization of the ASN BerAKHLAK values through Basic Training for Civil Service Candidates (Latsar CPNS) should be understood as a process of shaping professional behavior that goes beyond merely mastering knowledge of the core ASN values. Based on the literature review, learning strategies should link conceptual understanding to experiences relevant to participants' duties through case studies, problem-solving, contextual assignments, collaborative discussions, simulations, and reflection. These various strategies serve complementary functions in providing participants with opportunities to analyze issues, consider courses of action, put values into practice, and evaluate their experiences. Thus, BerAKHLAK learning must be designed as a series of continuous activities, not merely the delivery of material or the completion of administrative tasks.

The evaluation of the CPNS Latsar program must be aligned with the goal of internalization, so that it not only measures participant satisfaction and knowledge gain but also the application of values in work behavior and the conditions that support their sustainability. The discussion of the study highlights the importance of distinguishing between learning outcomes during training and behavioral changes after participants return to work. Therefore, the evaluation must employ clear indicators, appropriate instruments, multiple sources of information, and a timing that allows participants the opportunity to apply what they have learned. Interpretation of the results must also be conducted carefully, as changes in behavior and organizational performance are influenced not only by the training but also by leadership, work culture, authority, and organizational support.

Overall, strengthening the internalization of the ASN BerAKHLAK values requires integration between learning strategies, mentoring, evaluation, and support from the participants' home agencies. Basic Training (Latsar) organizers must ensure that the targeted behaviors are effectively trained through learning activities and assessed

using relevant evidence, while mentors and supervisors must provide opportunities, set a good example, and offer feedback on their application. The results of subsequent evaluations should be used to refine the materials, methods, assignments, and mentoring according to the identified needs. Although this literature review provides a conceptual foundation for program refinement, its conclusions are limited by the diversity of contexts and the quality of the studies reviewed; therefore, further research is needed to test the sustainability of the application of the BerAKHLAK values in various civil servant work environments.

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