

The Effectiveness of CPNS Basic Training in Lecturer Human Resource Development at the Ministry of Religious Affairs

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ABSTRACT

The Basic Training Programme for Civil Service Candidates (Latsar CPNS) is a government initiative aimed at improving the competence, integrity, and professionalism of civil servants, including lecturers at the Ministry of Religious Affairs. This study analyses the effectiveness of the 2025 Latsar CPNS programme in developing human resources for lecturers, based on the participants' perspectives. Using a qualitative and descriptive-analytical approach, data was collected through written interviews conducted via an online questionnaire (Google Form) and by analysing relevant documents. The focus of this study was on CPNS lecturers from the Ministry of Religious Affairs who participated in the 2025 Basic Training Programme. The data analysis process followed the stages of reduction, presentation, and conclusion drawing. The results of the study indicate that the 2025 Basic Training Programme is generally considered effective in strengthening the basic competencies of lecturers. This programme has succeeded in supporting the internalisation of the basic values of civil servants—service orientation, accountability, competence, harmony, loyalty, adaptation, and collaboration—as well as increasing lecturers' understanding of their roles as civil servants and encouraging professional behaviour and academic ethics. However, this study found challenges such as the limited contextuality of the training material in relation to the lecturers' threefold duties and the increased administrative burden during the implementation of the programme. Therefore, this study recommends the development of a more adaptive and profession-specific Basic Training model to better support human resource development for lecturers at the Ministry of Religious Affairs.

Keywords: Training effectiveness, Basic Training Programme for Civil Service Candidates, teaching human resource development, Ministry of Religious Affairs

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A. INTRODUCTION

Human resource development for civil servants is one of the government's main focuses to improve the quality of public services and effective governance. In higher education, lecturers play a dual role, as professional educators and as state officials responsible for implementing public policy in the education sector. Therefore, the basic values of ASN BerAKHLAK (service-oriented, accountability, competence,

harmony, loyalty, adaptability, and collaboration) become the ethical foundation that forms the professionalism and integrity of state apparatus in carrying out public service duties (Asapa, Mustafa, & Juharni, 2025: 18).

One of the main tools in the development of Civil Service human resources is the Basic Training for Civil Service Candidates (Latsar CPNS). Latsar

CPNS was created to develop professional, character-building, and integrity-driven civil servants through the internalisation of the basic values of the ASN, known as the BerAKHLAK concept (LAN, 2021). ASN training is designed not only to improve technical skills, but also to shape professional attitudes, values, and behavior through direct experience, reflection processes, and public service practices (Tumanggor et al., 2025: 486 - 498).

Within the scope of the Ministry of Religion, lecturers with CPNS status have certain characteristics in their profession. They are not only required to carry out administrative functions as civil servants, but also to carry out the three pillars of higher education, which include education and teaching, research, and community service. The development of lecturer human resources through professional training, certification, and career development has been proven to contribute to increasing the academic competence of lecturers in carrying out the Tri Dharma of Higher Education (Sukanti & Sutarman, 2025: 679).

The 2025 CPNS Basic Training held by the Religious Training Centre (BDK) of the Ministry of Religious Affairs of the Republic of Indonesia took place from 16 June to 5 September 2025 in DKI Jakarta with a total of 647 (six hundred and forty-seven) hours of lessons. This activity is a crucial moment in the capacity building of lecturers at the Ministry of Religious Affairs as an important element in the civil service. However, in its implementation, general training often encounters obstacles related to the relevance of the material to the specific needs of certain professions, including lecturers.

Training and education programs have been shown to have a positive and significant relationship with improving the performance of ASN employees, indicating that the learning materials and approaches applied contribute to their work competencies (Garnasadya & Ismail, 2024:

945).

Training effectiveness cannot be judged solely on participant satisfaction or short-term improvements in knowledge and skills. A more comprehensive evaluation requires examining the extent to which the training is able to drive changes in work behavior and improve the quality of participants' performance in their professional practice. Therefore, training success should be measured by its sustained impact on participants' professional development and job performance (Faisal-E-Alam et al., 2025).

Thus, it is important to evaluate the effectiveness of the 2025 CPNS Basic Training from the perspective of lecturers who participated in the training, in order to obtain a realistic picture of the strengths, weaknesses, and opportunities for improving the training design.

This is in line with research showing that the success of training transfer is greatly influenced by participants' perceptions of the relevance and suitability of the training material to their needs, as well as the extent to which participants' expectations are taken into account in the design and implementation of the program (Gautam, Dahal, and Hasan, 2025: 1).

Based on the above explanation, this study focuses on evaluating the effectiveness of the 2025 CPNS Basic Training for improving the human resources of lecturers at the Ministry of Religious Affairs by prioritising the perspective of lecturers as training participants. This research is expected to contribute theoretically to the development of civil servant human resource management studies and practically to the improvement of policies and the design of Basic CPNS Training that is more responsive, contextually appropriate, and relevant to the professional needs of lecturers at the Ministry of Religious Affairs.

Based on this context, the main questions in this study are allocated to three important points. First, how effective is the 2025 CPNS Basic Training in strengthening the quality of human resources for lecturers at the Ministry of Religious Affairs according to the views of training participants. Second, the elements in the CPNS Basic Training that are considered to have a positive impact on improving the abilities, level of professionalism, and understanding of the role of lecturers as civil servants. Third, the challenges and obstacles faced by lecturers during the 2025 CPNS Basic Training and their impact on improving the training design at the Ministry of Religious Affairs.

B. METHOD

This research uses a qualitative method with a descriptive research type. The qualitative method was chosen because the purpose of this study was to explore in depth the views, experiences, and evaluations of lecturers regarding the effectiveness of the 2025 CPNS Basic Training in human resource development, which cannot be assessed quantitatively alone (Aprila & Juliani, 2025: 622; Creswell, 2014; Moleong, 2019).

The informants in this study were lecturers who were Civil Service Candidates (CPNS) within the Ministry of Religious Affairs and had participated in the 2025 CPNS Basic Training. The informants were selected using purposive sampling, considering that the respondents were individuals who were directly involved in and experienced the training, so they could provide relevant and in-depth information in line with the focus of the study (Ahmad & Wilkins, 2025: 3).

Data collection techniques were carried out through interviews and document research. Written interviews were used to explore the lecturers' perspectives on the effectiveness of the training, the impact of

the training on competency improvement, and the challenges that arose during the CPNS Basic Training. Documentary research was conducted on supporting materials such as training modules, CPNS Basic Training guidelines, and policies related to ASN human resource development. The use of various data collection methods aimed to enrich and deepen the information in the study (Chand, 2025: 303–317).

Data analysis in qualitative research is conducted through a systematic process of data reduction, data presentation, and drawing and verifying conclusions. Interview and documentation data are first selected and categorized according to the research focus, then presented in the form of a thematic narrative to produce a comprehensive interpretation of the research phenomenon (Miles, Huberman, and Saldana, 2014; Busetto, Wick, & Gumbinger, 2020).

To ensure data validity, this study employed triangulation techniques by comparing interview results with documentation data and examining the consistency of information from various respondents. This step was taken to increase the credibility and trustworthiness of the research results (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014: 545; Meydan & Akkaş, 2024: 98–129).

C. RESULT AND DISCUSSION

This section presents the results and analysis of the research based on the three main questions that have been determined. The discussion is described using a descriptive-analytical approach, combining information from written interviews conducted with lecturers from Syarif Hidayatullah State Islamic University of Jakarta, Mahmud Yunus State Islamic University of Batusangkar, and Sayyid Ali Rahmatullah State Islamic University of

Tulungagung, who participated in the 2025 CPNS Basic Training. Additionally, the results are also framed within a theoretical framework concerning human resource development and training evaluation.

1. Effectiveness of the CPNS Basic Training

The results of interviews with lecturers of Assistant Professor (Asisten Ahli), such as Fitha Ayun Lutvia Nitha, Sulthan Hadist Ismaiedh Cukarso, Haryanti, Muhamad Fahri, and Luthfiana Dwi Rakhmawati, indicate that the 2025 CPNS Basic Training is considered a successful tool in the initial development of human resources for lecturers at the Ministry of Religious Affairs. This success was particularly evident during the process of building awareness of values, professional attitudes, and understanding of the identity of lecturers as part of the civil service with responsibilities in both administrative and academic aspects.

Fitha Ayun Lutvia Nitha stated that before attending the training, her knowledge of the civil service system was still general and lacking in depth. Through the CPNS Basic Training, she gained a more complete understanding of the work ethic in the bureaucracy, how to coordinate between institutions, and the principles of accountability that every ASN must implement. She believes that this is an important basis for organising lecturers' work patterns to be more structured and measurable.

Sulthan Hadist Ismaiedh Cukarso believes that the success of the training can be seen from the consistent application of the BerAKHLAK values taught in all materials. For example, the value that focuses on service encourages her to view educational activities, research, and community service as part of public service. Thus, this training helps build an understanding that lecturers' performance

has a direct impact on the quality of government services to the community.

This phenomenon confirms that the application of service ethics and personal values within the bureaucratic environment is the main factor in reducing administrative constraints and improving the quality of public services in a sustainable manner (Widiasih, Julina, & Susanti, 2024: 105).

Haryanti emphasised that the material on accountability and integrity of civil servants had a significant impact on the way she carried out her tridharma duties.

This is in line with the idea that accountability in public service is not just about following the rules, but is an ethical responsibility that strengthens public trust in government institutions (Satia, 2024: 198).

She realised that every academic activity must be accompanied by clear responsibilities, both administratively and ethically. This awareness shows that the training not only provided information but also encouraged reflection on lecturers' professional practices.

Muhamad Fahri stated that the training could increase loyalty to the institution in a more profound way. This loyalty is not only described as obedience, but also as a commitment to contribute in the best possible way to achieving the vision and mission of the Ministry of Religious Affairs through the role of lecturers. This view shows that training can foster a sense of belonging to the institution.

Luthfiana Dwi Rakhmawati assessed that the effectiveness of training is greatly influenced by the extent to which participants understand the structure and mechanisms of government bureaucracy. She explained that this understanding is very helpful in adapting to the work culture of civil servants, which requires orderliness, compliance with procedures, and coordination between work units. This is an

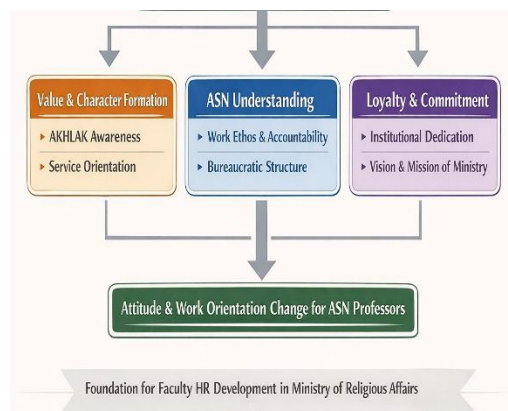
important asset for CPNS lecturers in carrying out their academic responsibilities at state universities.

Overall, the Assistant Professor agreed that the effectiveness of CPNS Basic Training was more evident in terms of shaping attitudes and work orientation than in improving technical academic skills. The training was considered a forum for learning values that prepared lecturers to comprehensively carry out their roles as civil servants.

These findings indicate that the effectiveness of the training in the initial stages was primarily demonstrated through changes in participants' attitudes and increased understanding. In this regard, the CPNS Basic Training successfully achieved its primary objective of providing normative and character-based training.

However, respondents realise that the effectiveness of training cannot stand alone without support from the work environment after training. The application of the values and attitudes acquired during training is highly dependent on the organisational culture and management system in each work unit.

Therefore, the 2025 CPNS Basic Training can be considered effective as a foundation for the development of human resources for lecturers at the Ministry of Religion, particularly in fostering awareness of values, professional attitudes, and the identity of lecturers as civil servants.



2. Contribution of Basic CPNS Training

Based on interviews with several lecturers of Assistant Professor (Asisten Ahli), namely Luthfia Ulva Irmita, Oktavia, Putri Giriyanti, Hermawan Setiawan, Muhammad G A Putra, Choirul Anwar, and Gallah Akbar Mahardhika, several aspects of the CPNS Basic Training have been identified as important factors that increase competence, professionalism, and understanding of the role of lecturers as civil servants. These aspects include the training material content, teaching techniques, and interactions among participants, which together shape the learning experience for CPNS lecturers.

Luthfia Ulva Irmita and Oktavia argue that material on the basic values of ASN is the most influential element in shaping lecturers' professionalism. Competence and adaptability are not only interpreted as normative concepts, but also as drivers for continuous self-improvement in facing ever-changing job demands. She emphasises that the training encourages lecturers to be more open to balanced development in pedagogical, research, and administrative competencies.

Furthermore, Luthfia Ulva Irmita and Oktavia revealed that the application of adaptive values is very important in facing the ever-changing challenges in the world of higher education. They stated that lecturers must be able to adapt to new policies, digital systems, and increasingly

Figure 1:

Effectiveness of Basic CPNS Training

clear performance demands. In this case, the CPNS Basic Training plays an important role in shaping the mental and professional readiness of lecturers as civil servants.

This mental readiness is closely related to the formation of a lecturer's professional identity, who must be able to face academic demands and also strict bureaucratic performance criteria (Ratnaningtyas, Aditya & Pangkerego, 2025: 2).

Putri Giriyaniti emphasised the importance of material related to national insight and ASN ethics in the training. She argued that this strengthens lecturers' understanding of the important role of higher education as a medium for building national character. With a deep understanding of national insight, lecturers not only carry out academic duties but also function as agents of connection and protectors of national values.

Putri Giriyaniti also added that the civil servant ethics taught in the training helped lecturers understand the limitations and professional responsibilities when carrying out their duties. These ethics serve as important guidelines for maintaining academic integrity, scientific objectivity, and professional relationships in the higher education environment.

Hermawan Setiawan highlighted the learning techniques used in the CPNS Basic Training, particularly group discussions and case studies. He argued that this method is more efficient than one-way delivery of material, as it provides opportunities for lecturers to connect the training material with real experiences in the workplace. The process of sharing experiences among participants can enrich lecturers' understanding and broaden their perspectives.

The collaboration between various professions in this training setting results in collaboration that increases social cohesion and improves overall organizational performance (Teuwen, Kusurkar, Schreurs

& Daelmans, 2024: 2). This participatory approach embodies the principles of andragogy, which emphasizes the importance of relevant learning and active involvement of adults in the learning process to ensure lasting training effects (Bahrani, 2024: 415).

Hermawan Setiawan argued that through group discussions, lecturers could evaluate their work experiences to date and compare them with the ideal principles of ASN. This evaluation process played a role in increasing professional awareness and encouraging gradual behavioural change in the workplace.

Muhammad G A Putra and Choirul Anwar believe that the element of collaboration established during the training contributes significantly to improving lecturers' abilities. Intensive exchanges among participants from various institutional backgrounds and disciplines provide opportunities to build professional networks. These networks are considered very important for supporting cooperation, especially in the fields of research and community service.

According to Muhammad G A Putra and Choirul Anwar, the collaborative experience gained during the training also strengthens the communication and teamwork skills of lecturers as civil servants. These skills are essential, considering that lecturers do not work independently but are part of an organisation that requires inter-unit cooperation.

Collaboration between these various divisions not only increases efficiency, but also creates a social network that supports the realization of innovation in the teaching and learning process and research (Purbasari, I., Yusuf, M., Subagya, S., Marmoah, S., & Alali, A. A., 2025: 1).

Gallah Akbar Mahardhika added that the material on ASN performance accountability greatly influenced lecturers'

understanding of the importance of performance planning, implementation, and reporting. He realised that the three pillars of higher education must be managed properly to be in line with the ASN performance evaluation system.

Furthermore, Gallah Akbar Mahardhika argued that an understanding of performance accountability can help lecturers to be more organised in recording academic activities. This not only affects administrative aspects, but also increases transparency and professionalism when lecturers carry out their duties.

Overall, the results of this study indicate that substantial material, participatory learning methods, and interaction and collaboration among participants are the main factors contributing to the improvement of the competence and professionalism of civil servant lecturers. These three factors support each other in creating a meaningful learning experience.

These findings are in line with human resource development theories that emphasise the importance of alignment between training material and participants' needs, as well as the application of adult learning principles. Appropriate and participatory training usually has a more sustainable effect on work patterns.

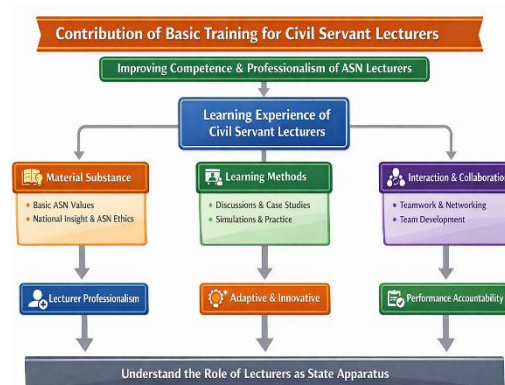
However, respondents also revealed that some training materials were still general in nature and not entirely relevant to the duties of lecturers. This indicates the need to adjust and specify the material to better suit the characteristics of the lecturer profession within the Ministry of Religious Affairs.

The contribution of the CPNS Basic Training to the understanding of the role of lecturers as civil servants can be seen from the increased awareness of the importance of upholding a balance between academic and bureaucratic responsibilities. Lecturers are increasingly aware that professionalism requires them to be able to combine these

two roles well.

Thus, the main elements of the CPNS Basic Training have made a significant contribution to improving the competence, professionalism, and understanding of the role of lecturers as ASNs. Even so, the need to adjust the context of the material remains important so that the training results can be more optimal and sustainable.

Figure 2: Contribution of Basic CPNS Training



3. Challenges and Obstacles in CPNS Basic Training

Interviews with lecturers of Assistant Professor (Lektor), Johan Wahyudi, Nurul Etika, Nurul Aini, Luki Yunita, Kholis Bidayati, Fatmah Syarah, Yeni Oktaviani, Arif Saefudin, and Ahmad Firdaus revealed various obstacles and challenges in the implementation of the 2025 CPNS Basic Training. These obstacles are related to the technical aspects of implementation, the workload of participants, the relevance of the material, and the dynamics of the learning process, which are not yet fully in line with the characteristics of the lecturer profession as teaching staff.

Johan Wahyudi and Nurul Etika argued that the dense training schedule was a major challenge, especially for lecturers who had to continue carrying out their three pillars of

higher education duties at the same time. Obligations such as teaching, mentoring students, and completing other academic tasks often conflicted with the dense and tightly scheduled training agenda. This situation has the potential to cause physical and mental fatigue, which can affect the concentration and effectiveness of participants in attending all training sessions.

This clash of interests demonstrates a common challenge in managing workload in academia, where the conflict between demands for career development and teaching responsibilities often causes stress for lecturers (Shi, Yingying; Omar, Muhd Khaizer; Ismail, Normala, 2025: 1).

Nurul Aini and Luki Yunita noted that the administrative burden during training was quite heavy, especially in terms of report writing, individual assignments, and the completion of various supporting documents. They said that excessive administrative demands could distract participants from the process of internalising values and understanding the material to simply fulfilling formal obligations. This shows the need for a balance between administrative demands and substantial learning objectives in training design.

Kholis Bidayati and Fatmah Syarah emphasised that limitations in contextualising training material posed a particular challenge for lecturers. The material provided tends to be general and aimed at civil servants from various backgrounds, so it does not fully meet the specific needs of lecturers who have academic characteristics and perform the three pillars of higher education. As a result, some participants have to make their own adjustments so that the training material is relevant to their daily work activities.

Yeni Oktaviani added that online and offline training each have different challenges. In online training, the lack of direct interaction and technical issues often

reduce the depth of discussion and active participation of participants. Meanwhile, offline training requires a high degree of time and mobility. This situation requires the design of more creative learning methods to maintain the quality of interaction and learning.

Arif Saefudin and Ahmad Firdaus stated that differences in participants' backgrounds, in terms of field of study, work experience, and the nature of their home institutions, also influence the dynamics of learning during training. On the one hand, this diversity broadens perspectives, but on the other hand, it requires more adaptive facilitation strategies so that all participants can be accommodated properly. Without good management, these differences can cause gaps in understanding between participants.

These obstacles indicate that the effectiveness of CPNS Basic Training does not only depend on the substance of the training material, but also on the design, time management, learning methods, and the ability of the organisers to understand the characteristics of the participants. Training that is designed uniformly risks being suboptimal when applied to professions with complex work demands, such as lecturers.

Overly broad training curricula often fail to meet the specific needs of professionals, necessitating changes to the content to make it more contextually relevant and practical for academics (Micallef, 2025). Failure to adapt content to the specific context of a profession can discourage participants from learning and lead to resistance to the changes desired by the training program (Torre, Ulloa Severino, Ligorio, 2025).

The implication of these findings is the need for a more flexible, adaptive, and context- appropriate design of CPNS Basic Training, especially for lecturers who work as academics. Adjusting the training schedule to the academic calendar, reducing

non-essential administrative burdens, and integrating the material with the practice of the three pillars of higher education are strategic steps that need to be considered.

The development of modules specifically designed for lecturers, adjustments to the workload during the training period, and improvements to learning methods that focus on experience and professional reflection are important suggestions for improving the relevance and effectiveness of training. In this way, participants will not only understand the values of ASN in theory, but will also be able to apply them in an academic work environment.

With these design improvements, Basic CPNS Training is expected to not only function effectively as a tool for shaping the character of ASN, but also have a real impact on improving performance, professionalism, and the quality of lecturers' implementation of the tridharma. Overall, the various challenges faced do not diminish the importance of Basic CPNS Training, but rather provide a basis for critical reflection for the improvement and development of sustainable training.

Interviews with lecturers Johan Wahyudi and Nurul Etika, Nurul Aini and Luki Yunita, Kholis Bidayati and Fatmah Syarah, Yeni Oktaviani, and Arif Saefudin and Ahmad Firdaus revealed various obstacles and challenges in the implementation of the 2025 CPNS Basic Training. These obstacles are related to the technical aspects of implementation, the workload of participants, the relevance of the material, and the dynamics of the learning process, which are not yet fully in line with the characteristics of the lecturer profession as teaching staff.

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on improving performance, professionalism, and the quality of lecturers' tridharma implementation. Overall, the various challenges faced do not diminish the importance of Basic CPNS Training, but rather serve as a basis for critical reflection for the improvement and development of sustainable training.

Figure 3: Challenges and Constraints of the CPNS Basic Training



D. CONCLUSION

The 2025 CPNS Basic Training has proven to be successful as a basis for developing human resources among lecturers at the Ministry of Religious Affairs, particularly in building awareness of values, professional attitudes, and understanding of the role of lecturers as civil servants. The success of this training is more evident in the strengthening of BerAKHLAK values, improving ethics and accountability, and focusing on public service, rather than improving academic technical skills.

The latest findings in this study indicate that the effectiveness of Basic CPNS Training for lecturers has a distinctive characteristic, namely that it plays a greater role as training for value formation and professional orientation than as technical training focused on skills. The study also reveals differences between general training designs and the professional needs of

lecturers based on the three pillars of higher education. These results emphasise the importance of developing a Basic CPNS Training design that is more responsive, context-appropriate, and based on the lecturer profession so that the development of ASN lecturer human resources can take place more effectively and sustainably.

RECOMMENDATIONS

Basic CPNS training for lecturers at the Ministry of Religious Affairs should be developed in a more flexible manner and in accordance with the characteristics of the lecturer profession. This can be done by integrating training materials with the three pillars of higher education and reducing the administrative burden so that the process of internalising ASN values becomes more effective.

In addition, continuous support from higher education institutions is needed through the strengthening of work culture and follow-up after training. In this way, the values obtained from the CPNS Basic Training can be applied consistently and have a positive impact on the professionalism of civil servant lecturers.

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