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CIPP-Based Evaluation of the PPPK Orientation Program in Cirebon Regency, Indonesia

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ABSTRACT

Purpose: This study evaluates the Government Employees with Work Agreements (Pegawai Pemerintah dengan Perjanjian Kerja/PPPK) orientation program in Cirebon Regency using the Context, Input, Process, and Product (CIPP) model, with particular attention to its implementation and learning outcomes. **Methods:** An evaluative case study approach was employed, involving 15 informants selected purposively: six PPPK participants, two facilitators, two training instructors, two program organizers, and three workplace supervisors or mentors. Data were collected through semi-structured interviews, participatory observations, and document analysis, and examined using framework-based thematic analysis organized around the four CIPP dimensions. **Findings:** The Context evaluation showed that the program was aligned with regulatory requirements and addressed the transition of former honorary employees into formal PPPK positions. The Input evaluation identified a structured three-stage curriculum supported by SIBANGKOM, eBangkom, and classroom-based training, although platform access and assignment-upload difficulties constrained implementation. The Process evaluation highlighted the practical relevance of Action Plans and participant engagement in Caraka Siang activities, while the 24-hour State Defense training raised concerns about the opportunity for deeper reflection and attitudinal development. The Product evaluation indicated that participants reported clearer understanding of their formal responsibilities and BerAKHLAK values. However, consistent workplace application, Action Plan implementation, and structured post-orientation mentoring remained insufficiently established. **Conclusion:** The program provides a relevant foundation for PPPK orientation, but its longer-term outcomes cannot be established from the available qualitative evidence. Strengthening digital infrastructure and institutionalizing post-orientation mentoring are therefore important considerations for program improvement.

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INTRODUCTION

Indonesia's bureaucratic reform has entered a phase of structural transformation that requires fundamental changes in the country's civil service system. Law Number 20 of 2023 concerning the State Civil Apparatus establishes Government Employees with Work Agreements (*Pegawai Pemerintah dengan Perjanjian Kerja/PPPK*) as an integral component of the state civil apparatus (*Aparatur Sipil Negara/ASN*), with rights and obligations relating to competency development. Within this framework, orientation programs extend beyond administrative procedures following formal appointment. They serve as an institutional mechanism for developing professional identity, introducing the BerAKHLAK core values, and preparing employees to fulfil their responsibilities within public organizations. Accordingly, the effectiveness of orientation cannot be assessed solely through regulatory compliance or program completion, but also through the relevance of learning activities, organizational adaptation, and opportunities to apply acquired knowledge in public service settings.

The importance of PPPK orientation becomes particularly evident when considering the employment backgrounds of its participants. In Cirebon Regency, many participants previously worked as honorary employees in their respective organizational units before obtaining formal PPPK status. Their familiarity with routine tasks and workplace procedures does not necessarily indicate an equivalent understanding of the formal responsibilities, rights, obligations, and professional expectations associated with their new employment status. This transition

creates a distinctive human resource development requirement because participants are not entering entirely unfamiliar organizations but are adapting to a different institutional position within an existing work environment. Human Capital Theory explains the importance of investment in knowledge and competencies for improving individual capabilities and organizational performance errotta, (2018); Caire & Becker, (1967), while Organizational Socialization Theory provides a framework for understanding how employees acquire the knowledge, expectations, and behavioral patterns required to function effectively within an organization (Tuttle, 2002; Feldman, 1976). In this context, PPPK orientation should be understood as both an investment in employees' professional capabilities and a process of organizational resocialization. Consequently, its evaluation needs to consider the relationship between participants' previous work experience, their understanding of formal responsibilities, and their capacity to adapt to the expectations of the ASN system.

The implementation of competency development for PPPK in Indonesia is governed by an interconnected regulatory framework operating at the national and regional levels. Law Number 20 of 2023 concerning the State Civil Apparatus establishes the broader framework for ASN management and competency development. Regulation of the National Institute of Public Administration (Lembaga Administrasi Negara/LAN) Number 15 of 2020 and Decree of the Head of LAN Number 289/PDP/K.1/2022 provide the regulatory basis for PPPK competency development and orientation. At the regional level, Cirebon Regent Regulation Number 33 of 2024 concerning the Integrated Competency Development Learning System through the Corporate University approach provides an institutional basis for sustaining learning beyond the initial orientation period. These regulations establish the institutional expectations for competency development, but their existence does not necessarily demonstrate that learning resources, implementation arrangements, and post-orientation support are functioning effectively. A distinction must therefore be made between the formal availability of a policy framework and its practical implementation. Evaluating the program requires examining whether its institutional objectives are translated into adequate learning arrangements and whether the intended outcomes receive sufficient support after participants return to their respective workplaces.

In response to these institutional requirements, Cirebon Regency implements its PPPK orientation program through a three-stage learning arrangement combining digital and face-to-face learning modalities. The first stage uses the Massive Open Online Course (MOOC) platform SIBANGKOM, managed by LAN, to provide nationally standardized learning materials. The second stage is conducted through the regional Learning Management System (LMS), eBangkom, with facilitation from the West Java Provincial Human Resources Development Agency (BPSDM) and the application of Project-Based Learning through Action Plans. The third stage consists of classroom-based State Civil Apparatus Orientation and State Defense training at the Kadipaten Forestry Training Center (Balai Diklat Kehutanan/BDK), incorporating the gamified Caraka Siang activity. This arrangement combines standardized national learning, assignments connected to workplace conditions, and direct learning activities intended to strengthen professional identity and civic commitment. Blended learning literature emphasizes the potential of combining different learning environments to support educational objectives and accommodate diverse learning needs (Graham & Bonk, 2009a). Project-Based Learning can also facilitate the application of knowledge to practical problems and the development of competencies relevant to workplace contexts (Bell, 2010; Kokotsaki et al., 2016). Nevertheless, the integration of different learning modalities does not automatically ensure that the program operates effectively. The actual implementation needs to be examined in relation to digital accessibility, facilitator support, the relevance of workplace assignments, and the continuity of learning after the formal orientation period.

The implementation conditions identified in the Cirebon Regency program provide an empirical basis for examining these issues more closely. Information obtained from participant interviews and facilitator accounts indicates that the eBangkom platform, although useful for accessing learning materials and submitting assignments, experienced slow access and difficulties during assignment uploads. These conditions affected the practical experience of participants in completing learning activities alongside their regular work responsibilities. Furthermore, the preparation of Action Plans provided opportunities to connect orientation materials with workplace problems, but their implementation depended on participants' responsibilities, available resources, authority within their respective work units, and supervisory support. The classroom-based component also presented a relevant evaluation issue. Although the 24-hour State Defense training included participatory activities such as Caraka Siang, the available learning period raised questions about the extent to which deeper reflection and sustained attitudinal development could be achieved. In addition, the evaluation findings indicate that dedicated post-orientation mentoring had not been conducted on a regular, scheduled basis. These conditions suggest that the challenges of PPPK orientation extend beyond curriculum design and involve the relationship between learning infrastructure, implementation arrangements, workplace application, and institutional follow-up. Therefore, a comprehensive evaluation is necessary to understand how these interconnected elements influence the overall functioning of the program.

Previous studies provide important but contextually different foundations for evaluating the program. Alanshori et al., (2025), in their systematic review of CIPP applications in Indonesia, highlighted the need for more thorough consideration of the Context dimension in program evaluation. Similarly, Suri & Hariyati (2024) emphasized the importance of adapting the CIPP model to the specific circumstances and requirements of the program being evaluated. These studies establish the relevance of contextual assessment and the need to avoid applying evaluation indicators without considering institutional characteristics. However, their discussions do not directly address the specific transition experienced by former honorary employees entering formal PPPK positions. Rahmat & Ambiyar (2025) highlighted the relevance of previous work experience in assessing orientation effectiveness, while Pinco et al., (2025) demonstrated the importance of considering employee characteristics and individual needs during organizational onboarding. Although these perspectives are relevant to understanding employee adaptation, they do not by themselves explain how national orientation requirements, regional digital learning arrangements, workplace-based assignments, and post-orientation support interact within a local government setting. The distinction is important because the orientation of former honorary employees involves both continuity with previous work experience and adjustment to new formal responsibilities. Accordingly, the present study brings these perspectives together by examining PPPK orientation as an institutional learning process that needs to accommodate participants' employment backgrounds and the operational conditions of regional public administration.

Despite these contributions, several issues remain insufficiently addressed in the literature relevant to this study. First, an evaluative gap concerns the limited examination of regional PPPK orientation programs through an integrated assessment of the Context, Input, Process, and Product (CIPP) dimensions. Evaluations that concentrate on particular aspects of training may not adequately explain the relationship between institutional requirements, resource availability, implementation quality, and program outcomes. Second, a theoretical gap concerns the need to connect program evaluation with explanations of employee development and organizational adaptation. Human Capital Theory helps interpret orientation as an investment in knowledge and competencies, while Organizational Socialization Theory explains the adjustment of employees to formal roles, expectations, and organizational values. Systems Theory provides a complementary perspective for examining the interdependence between program context, available inputs, implementation processes, and resulting outcomes. Adult learning principles further help explain the relevance of participants' previous work experience and the application of learning to practical workplace situations. These perspectives do not replace the CIPP model as the primary evaluation framework; rather, they provide complementary explanations for interpreting the findings across its four dimensions. Third, an implementation gap concerns the need to examine the distinctive three-stage learning arrangement in Cirebon Regency, particularly the relationship between digital learning, facilitated workplace assignments, classroom activities, and the continuation of learning after orientation. The CIPP model offers an appropriate improvement-oriented framework for examining these interconnected dimensions and supporting evidence-based program decisions (Stufflebeam & Zhang, 2017; Graham & Bonk, 2009).

Against this background, the scientific contribution of this study lies in providing an integrated evaluation of the regional PPPK orientation program by examining the relationship between its institutional context, learning resources, implementation processes, and reported outcomes. Rather than treating the completion of orientation as sufficient evidence of program effectiveness, this study distinguishes between the provision of learning activities, participants' reported understanding, the proposed implementation of workplace improvements, and the availability of mechanisms to sustain learning after the program. This approach extends the contextual application of the CIPP model by incorporating the specific employment transition experienced by former honorary employees and examining how a three-stage learning arrangement operates within regional public administration. Following Stufflebeam & Zhang (2017), the evaluation adopts an improvement-oriented perspective to identify program strengths, implementation constraints, and opportunities for institutional development. Organizational Socialization Theory and Human Capital Theory are used to interpret employee adaptation and competency development, while Systems Theory and adult learning principles provide additional perspectives for understanding institutional relationships and the relevance of participants' prior experience. Accordingly, this study aims to comprehensively evaluate the PPPK orientation program in Cirebon Regency through four research questions: (1) To what extent does the program's context align with regulatory requirements, organizational needs, and participant characteristics? (2) How adequate are the program's inputs, including its curriculum, facilitators, digital infrastructure, and institutional collaboration? (3) How effectively are the three stages implemented, and what factors facilitate or constrain the learning process? (4) What outcomes are identified in relation to participants' understanding of their roles, professional identity, BerAKHLAK values, Action Plan implementation, and post-orientation learning continuity? By addressing these questions, the study seeks to provide an empirically grounded basis for improving PPPK orientation and strengthening its integration with the ASN Corporate University framework in Cirebon Regency.

METHOD

This study employed a program evaluation approach using an evaluative case study design guided by the Context, Input, Process, and Product (CIPP) model. The evaluation adopted an improvement-oriented perspective to identify program strengths, implementation constraints, and opportunities for institutional development. The CIPP model provides a structured framework for examining program needs, available resources, implementation processes, and outcomes, making it suitable for evaluating the interconnected components of a training program (Zahroh et al., 2025a). The CIPP framework was established *a priori* as the primary analytical framework, meaning that the four evaluation dimensions were determined before the analysis of empirical data. Organizational Socialization Theory and Human Capital Theory were used as complementary interpretive perspectives to understand employee adaptation and competency development. Systems Theory and adult learning principles also informed the broader interpretation of the relationships between program components and the relevance of participants' previous work experience. These perspectives were not treated as independently developed theories but as supporting concepts for interpreting the evaluation findings. This approach was consistent with the study's objective of assessing an existing program against predetermined analytical dimensions rather than developing a new theory from empirical observations (Nurhasanah et al., 2025).

The research was conducted within the Cirebon Regency Government and covered the three main components of the PPPK orientation program: the SIBANGKOM Massive Open Online Course (MOOC) managed by the National Institute of Public Administration (LAN), the regional eBangkom Learning Management System (LMS), and classroom-based orientation and State Defense training at the Kadipaten Forestry Training Center (BDK). A total of 15 informants were selected purposively using a maximum variation strategy to capture different experiences and institutional perspectives. They consisted of six PPPK orientation participants (P1–P6), two facilitators from the West Java Provincial Human Resources Development Agency (BPSDM) (F1–F2), two training instructors at BDK (W1–W2), two program organizers from the Cirebon Regency Personnel and Human Resources Development Agency (BKPSDM) (BK1–BK2), and three workplace supervisors or mentors (M1–M3). The PPPK participants had previously worked as honorary employees in different organizational units, while the other informants were selected based on their respective roles in facilitating, delivering, organizing, or supervising the orientation program. This selection strategy enabled the evaluation to incorporate participant experiences alongside institutional perspectives on program planning and implementation. Attention to these differences was relevant because previous research has highlighted the importance of structured onboarding and the specific needs of employees undergoing organizational transitions (Frögéli et al., 2023; Bauer et al., 2025). The number of informants was guided by information redundancy and the emergence of sufficiently comprehensive evidence to address the evaluation questions, following established qualitative research principles (Nurmiyati et al., 2025).

Data were collected through three complementary techniques: semi-structured interviews, participatory observations, and document analysis. First, semi-structured interviews were conducted using interview guides organized around the four CIPP dimensions. The interviews explored participants' experiences, facilitators' assessments, institutional arrangements, implementation challenges, and perceived program outcomes. Information was obtained from the five informant groups to capture different perspectives on the planning, delivery, and application of orientation activities. Second, participatory observations were conducted across the three stages of orientation to examine learning activities, participant engagement, the use of digital learning platforms, and the implementation of classroom-based activities. Third, document analysis covered relevant regulations, curriculum documents, available learning platform analytics, participant Action Plans, and program implementation reports. The three data collection techniques were used to examine the relationship between the intended program design, actual implementation, and outcomes reported by stakeholders. Comparing these sources also enabled the researchers to identify convergent information and differences between participants' experiences and institutional accounts. Consequently, the evaluation incorporated both individual perspectives and documentary or observational evidence concerning program implementation.

Data analysis employed framework-based thematic analysis organized around the four CIPP dimensions. The analytical process involved data reduction, matrix-based data display, conclusion drawing, and verification, following (Dzulfian Syafrian, 2025). The coding hierarchy proceeded from the main CIPP categories to subcategories, codes, and subcodes. Initially, the collected information was organized according to the relevant evaluation dimensions. The data were then classified into more specific analytical categories to identify recurring patterns, differences between informant groups, and relationships between the intended program design and its implementation. The resulting information was presented in analytical matrices to facilitate comparisons across stakeholder groups and data collection techniques. Conclusions were subsequently drawn by examining the consistency of the identified patterns and verifying them against the available interview, observation, and documentary evidence. This approach enabled the researchers to organize the evidence systematically and identify recurring patterns associated with the program's strengths and limitations. Recent methodological guidance emphasizes the importance of transparent coding procedures, coherent theme development, and consistency

between analytical choices and research questions (Saunders et al., 2023). Accordingly, the analysis focused on four interconnected areas: the relevance of the program context, the adequacy of its inputs, the quality of implementation across the three stages, and the outcomes relating to competency development, professional identity, the internalization of BerAKHLAK values, and post-orientation learning continuity.

Data trustworthiness was strengthened through source triangulation, methodological triangulation, member checking, peer debriefing, and an audit trail. Source triangulation involved comparing information obtained from PPPK participants, facilitators, training instructors, program organizers, and workplace supervisors or mentors. This comparison helped identify similarities and differences in how each stakeholder group understood and experienced the orientation program. Methodological triangulation integrated evidence from interviews, observations, and document analysis to examine whether reported experiences were consistent with observed activities and available institutional documents. Member checking involved reviewing summaries of the findings with relevant participants to assess whether the interpretations adequately reflected the information they had provided. Peer debriefing and an audit trail, including coding sheets and research logs, supported the transparency and traceability of the analytical process. These procedures were intended to strengthen the credibility, dependability, and confirmability of the findings, drawing on established trustworthiness criteria for qualitative research. They also helped distinguish recurring patterns supported by multiple sources from interpretations based on isolated accounts.

The evaluation indicators were derived from the CIPP framework developed by Stufflebeam & Zhang (2017) and adapted to the institutional and operational characteristics of the PPPK orientation program in Cirebon Regency. The Context dimension examined regulatory alignment, organizational needs, strategic objectives, participant characteristics, and the relationship between orientation, bureaucratic reform, and the ASN Corporate University agenda. The Input dimension assessed curriculum design, facilitator competence and availability, digital infrastructure, institutional collaboration, budget, and supporting facilities. The Process dimension focused on the implementation of the three learning stages, participant engagement, instructional methods, and technical or administrative constraints. The Product dimension examined participants' understanding of their civil service roles, the internalization of BerAKHLAK values, the relevance and implementation of Action Plans, work readiness, and the availability of post-orientation monitoring and mentoring mechanisms. These indicators provided a consistent basis for organizing and comparing evidence across the four evaluation dimensions.

Table 1. CIPP Evaluation Indicators for the PPPK Orientation Program

CIPP Dimension	Evaluation Focus	Analytical Indicators
Context	Needs, regulations, and strategic objectives	Alignment with Law No. 20 of 2023, LAN Regulation No. 15 of 2020, Head of LAN Decree No. 289/PDP/K.1/2022, and Cirebon Regent Regulation No. 33 of 2024; characteristics of participants who previously worked as honorary employees; and alignment with bureaucratic reform and the ASN Corporate University agenda.
Input	Resources, curriculum, facilitators, and infrastructure	Three-stage curriculum design; eBangkom bandwidth and platform stability; facilitator competence and facilitator-to-participant ratio; interinstitutional collaboration; and budget and facilities.
Process	Implementation of the three stages, participation, and constraints	Quality of the SIBANGKOM MOOC; implementation of Project-Based Learning through Action Plans; duration and methods of State Defense training, including the Caraka Siang activity; participant engagement; and technical and administrative constraints.
Product	Competency outcomes, values, and continuity	Understanding of ASN roles and responsibilities; internalization of BerAKHLAK values; quality and implementation of Action Plans; work readiness; and the availability of post-orientation monitoring and mentoring systems.

Source: Adapted from Stufflebeam and Zhang (2017) and contextualized for the PPPK orientation program in Cirebon Regency.

RESULTS

This section presents the empirical findings of the evaluation of the PPPK Orientation Program in Cirebon Regency using the four dimensions of the CIPP model: Context, Input, Process, and Product. The findings were developed through interviews with six PPPK participants (P1–P6), two BPSDM facilitators (F1–F2), two instructors from BDK Kadipaten (W1–W2), two BKPSDM program organizers (BK1–BK2), and three workplace supervisors or mentors (M1–M3). The interpretation of the findings was based on comparisons across stakeholder perspectives and was organized according to the analytical indicators established for each CIPP dimension.

Rather than treating all informant accounts as equivalent, the analysis compared participants' experiences with the explanations provided by facilitators, organizers, instructors, and workplace supervisors. This comparison was particularly important for examining whether perceived learning outcomes during orientation were supported by evidence concerning workplace application. The resulting patterns are presented below.

A. Context Evaluation: Program Relevance and Participant Needs

The Context evaluation examined whether the orientation program corresponded to the institutional requirements of PPPK development and to the characteristics of participants who had previously worked as honorary employees. A consistent pattern across the interviews was that previous work experience had provided participants with familiarity with their daily duties, but this experience did not necessarily provide a complete understanding of their new formal status as PPPK within the ASN system. P1, a classroom teacher who had previously worked for a considerable period before obtaining PPPK status, explained this distinction clearly:

> *"Saya sudah memahami tugas saya sebagai guru karena sebelumnya juga sudah lama mengajar. Tetapi, pemahaman saya mengenai kedudukan sebagai PPPK dalam sistem ASN belum terlalu lengkap."* (P1)

A similar account was provided by P3, who stated that although he understood his substantive responsibilities as a teacher, his understanding of the institutional position of PPPK within the ASN system had previously been limited. This pattern was also identified by P4 and P5. Their accounts suggest that the principal contextual need was not to introduce participants to their occupational duties from the beginning, but to help them understand the institutional consequences of their transition from honorary employment to formal PPPK status. The facilitators confirmed this interpretation. F1 explained that many participants already possessed practical work experience, but this did not automatically mean that they understood the formal values, systems, and responsibilities associated with ASN status:

> *"Banyak peserta sebelumnya telah lama bekerja sebagai tenaga honorer dan sudah menguasai pekerjaan teknis, tetapi belum tentu memahami secara formal nilai, sistem, dan tanggung jawab ASN."* (F1)

This convergence between participant and facilitator accounts indicates that the orientation addressed a specific transition in professional identity. Participants did not enter an entirely unfamiliar workplace; instead, they had to reinterpret existing work experience within a new institutional status. The relevance of the orientation was also reflected in participants' descriptions of the learning materials. P2 considered the program generally appropriate because it clarified matters that had not previously been understood in a formal institutional context, particularly ASN values and PPPK responsibilities. Similarly, P6 stated that orientation was necessary because the change in employment status required a clearer understanding of "kedudukan dan tanggung jawab sebagai ASN PPPK." However, the interviews also revealed differences in participants' prior knowledge. Several participants considered some materials familiar because they had already practiced aspects of service, cooperation, and responsibility in their previous work. P4, for example, stated:

> *"Bagi peserta yang sudah lama bekerja, beberapa materi sebenarnya dapat dibuat lebih kontekstual sesuai bidang pekerjaan."* (P4)

This finding suggests that the program faced a contextual challenge arising from the heterogeneity of participants. While a standardized orientation was required to provide a common institutional foundation, participants entered the program with different levels of practical experience and prior knowledge. The perspective of program organizers reinforced this finding. BK2 explained that participants differed in terms of employment background, age, and digital capability, which required additional support during implementation. BK1 similarly emphasized that the orientation was intended to provide a common understanding of ASN responsibilities for participants who had previously worked as honorary employees. Overall, the Context evaluation demonstrates that the program was relevant to the institutional transition experienced by former honorary employees. The strongest empirical pattern was the distinction between familiarity with routine work and understanding of formal PPPK responsibilities. At the same time, differences in participants' previous experience indicate that future orientation programs may benefit from greater contextual adaptation to participants' existing competencies and workplace responsibilities.

B. Input Evaluation: Curriculum, Digital Infrastructure, Facilitator Support, and Institutional Coordination

The Input evaluation examined the adequacy of the resources and arrangements supporting program implementation, including the three-stage learning structure, digital platforms, facilitator assistance, and coordination among the institutions involved. Participants generally regarded the learning structure as providing a clear sequence from foundational understanding to workplace-oriented assignments and face-to-face activities.

The first stage used the SIBANGKOM MOOC, followed by learning activities through eBangkom and the preparation of an Action Plan, before participants proceeded to classroom-based activities at BDK Kadipaten. The curriculum was generally perceived as relevant, although several participants emphasized the importance of connecting general orientation materials with their actual work. P2 stated that the material was useful when it was accompanied by examples of practical application:

> *"Yang menurut saya penting adalah materi tersebut tidak hanya disampaikan sebagai teori, tetapi diberikan contoh penerapannya."* (P2)

Facilitator support emerged as an important enabling factor, particularly during the preparation of Action Plans. P1 explained that facilitators helped participants when they encountered difficulties in understanding assignments or developing their plans:

> *"Fasilitator cukup membantu, terutama ketika peserta mengalami kesulitan memahami tugas dan penyusunan Action Plan."* (P1)

This account was supported by F1, who explained that participants were guided to avoid producing overly general plans and were encouraged to identify concrete workplace problems:

> "Action Plan *harus berangkat dari persoalan nyata yang dapat ditangani di unit kerja*." (F1)

The facilitators assessed Action Plans in relation to the relevance of the identified problem, the clarity of proposed objectives, the feasibility of implementation, and the expected outcomes. F2 similarly explained that participants were expected to identify workplace problems and formulate realistic steps for addressing them. Despite the availability of structured learning materials and facilitator support, digital infrastructure represented one of the most consistently reported constraints. Participants did not describe the eBangkom platform as entirely ineffective; rather, they reported that its usefulness was affected by access conditions, internet connectivity, and differences in users' digital capabilities. P1 described this experience as follows:

> "*Pernah mengalami kendala ketika koneksi internet kurang stabil. Ada juga saat ketika saya harus mencoba kembali untuk mengunggah tugas*." (P1)

P2 identified a similar difficulty:

> "*Kendala utamanya jaringan internet dan waktu. Kadang ketika mengakses materi dari rumah, koneksi tidak selalu stabil*." (P2)

The facilitator accounts corroborated these participant experiences. F1 identified internet connectivity, account access, and the use of particular platform features as recurring issues, while F2 emphasized that participants had different levels of digital capability and that some therefore required more time to adapt to the system. The convergence of these accounts is important because the difficulty cannot be attributed solely to the technical design of eBangkom. The evidence indicates an interaction between platform use, internet conditions, participant digital capability, and the limited time available to participants who continued to perform their regular work responsibilities.

Institutional coordination represented another important input. BKPSDM organizers described the program as requiring coordination among several institutions responsible for different stages of orientation. BK2 explained that administrative preparation, scheduling, participant management, and communication between institutions were undertaken to support implementation. However, the involvement of several institutions also created coordination requirements related to schedules and participant needs.

The Input evaluation therefore indicates that the program had an identifiable institutional structure and adequate basic learning arrangements. Facilitator guidance was particularly important in translating orientation requirements into workplace-oriented assignments. Nevertheless, the effectiveness of these inputs was moderated by uneven digital capability, unstable internet access, time constraints, and the need for continuous coordination among multiple implementing institutions.

C. Process Evaluation: Implementation of the Three Learning Stages

The Process evaluation focused on how the three stages of orientation were experienced and implemented. The analysis examined the SIBANGKOM MOOC, eBangkom-based learning and Action Plan preparation, and classroom-based learning at BDK Kadipaten.

1. MOOC SIBANGKOM: Flexibility and the Demand for Self-Regulation

Participants generally described the SIBANGKOM stage as providing flexibility because learning could be undertaken outside the immediate constraints of classroom schedules. This flexibility was particularly relevant for participants who continued to perform their regular professional responsibilities.

P1 explained:

> "*Pembelajaran melalui MOOC memberikan fleksibilitas karena saya bisa menyesuaikan waktu belajar. Biasanya saya mengikuti materi setelah kegiatan sekolah selesai*." (P1)

However, flexibility was accompanied by a requirement for strong self-regulation. P2 stated:

> "*Tahap tersebut cukup fleksibel, tetapi peserta harus disiplin. Kalau menunda pembelajaran, tugas bisa menumpuk*." (P2)

Similar accounts were provided by P3 and P4, who emphasized that online learning required participants to manage their own schedules. These findings show that the same characteristic that made the MOOC accessible namely flexibility also created a potential constraint when participants had competing professional responsibilities. The process was therefore influenced not only by the availability of online materials but also by participants' ability to allocate time and regulate their learning activities.

2. Bangkom and Action Plan Preparation: Connecting Learning with Workplace Problems

The eBangkom stage was particularly important because it provided a mechanism for connecting orientation learning with workplace conditions through the preparation of Action Plans. Participants consistently described their Action Plans as being developed from problems or needs that they considered relevant to their own work environments. P1 explained:

> "*Saya melihat terlebih dahulu persoalan yang memang ada dalam pekerjaan saya sebagai guru kelas. Saya tidak ingin membuat rencana yang terlalu besar dan sulit dilaksanakan*." (P1)

P3 similarly stated that he selected a problem close to his responsibilities as a teacher and developed activities related to increasing student participation. These accounts indicate that the Action Plan was not perceived solely as a formal assignment but as an attempt to identify a realistic workplace improvement. Facilitators confirmed this approach. F1 explained that participants were directed to identify concrete problems and formulate feasible responses rather than producing plans that were excessively broad or disconnected from their authority and workplace conditions.

However, the implementation process was affected by practical constraints. Participants repeatedly identified time as a major challenge because orientation activities had to be completed alongside regular employment responsibilities. P6 summarized this condition by stating that support from the work environment was helpful, whereas time and internet access remained important obstacles.

The available evidence therefore shows that the Action Plan component created an explicit connection between orientation and workplace practice. At the same time, the process of preparing a plan should not be equated with the successful implementation of that plan. The interviews demonstrate that feasibility depended on workplace schedules, organizational support, and the authority available to individual participants.

3. Classroom Learning, State Defense, and Caraka Siang

The classroom-based stage at BDK Kadipaten provided a different learning environment from the previous online stages. Participants consistently described face-to-face learning as enabling more direct interaction and collective participation. P5 stated:

> "*Pembelajaran tatap muka lebih mudah untuk berdiskusi langsung dengan peserta dan instruktur*." (P5)

The State Defense activities were also described as emphasizing discipline, responsibility, and cooperation. P1 explained that the activities provided an experience of collective responsibility:

> "*Dalam kegiatan itu peserta tidak bisa hanya mengandalkan diri sendiri. Kami harus berkomunikasi dan menyelesaikan tugas secara bersama-sama*." (P1)

This account was consistent with the explanations provided by the instructors. W1 stated that the activities were designed to develop discipline, leadership, cooperation, responsibility, and adaptability. W2 similarly emphasized that the purpose was not merely physical activity but the development of discipline and collective responsibility.

Regarding Caraka Siang, W1 explained that participants worked in groups to complete assigned tasks and challenges. W2 also reported that participants were actively involved because each group had to work collectively to complete the activities. The convergence between participant and instructor accounts therefore supports the interpretation that Caraka Siang created opportunities for direct participation and group-based learning. Nevertheless, the instructors also provided an important qualification regarding the duration of the State Defense component. W1 stated:

> "*Waktu cukup untuk memberikan pengalaman awal, tetapi pembentukan karakter tentu membutuhkan proses yang lebih panjang*." (W1)

W2 expressed a similar view that the available time was sufficient for implementation but could not by itself complete the process of long-term character formation.

This finding is significant because it distinguishes immediate learning experience from sustained behavioral change. The 24-hour component provided an intensive learning experience, but both instructors emphasized that the development of discipline and character required reinforcement after participants returned to their respective workplaces. Overall, the Process evaluation demonstrates that the three stages were complementary but produced different implementation demands. The MOOC required individual self-regulation, eBangkom and Action Plans required the translation of learning into workplace problems, and classroom activities emphasized direct interaction and collective participation. Across all stages, time management, digital access, participant differences, and the need for subsequent reinforcement influenced the implementation process.

D. Product Evaluation: Reported Learning Outcomes and Workplace Application

The Product evaluation examined the outcomes reported by participants and other stakeholders, particularly in relation to understanding PPPK responsibilities, BerAKHLAK values, Action Plan implementation, and post-orientation support. A consistent finding was that participants reported a clearer understanding of their formal responsibilities after completing orientation. P1 stated:

> "*Saya menjadi lebih memahami bahwa selain menjalankan tugas sebagai guru, saya juga memiliki tanggung jawab sebagai* ASN." (P1)

P2 similarly reported a clearer understanding of his position as PPPK and his responsibilities as part of the ASN system. These accounts were supported by F1, who observed a general improvement in participants' understanding of PPPK status and ASN values. The evidence relating to BerAKHLAK should, however, be interpreted carefully. Participants were able to explain how the values could be connected to their everyday work, but the interview evidence primarily demonstrates reported understanding and self-described application rather than objectively measured behavioral change. P1 provided a concrete example:

> "*Akuntabel dalam menyelesaikan administrasi dan tugas, Kolaboratif dalam bekerja dengan guru lain, serta Berorientasi Pelayanan dalam menghadapi siswa dan orang tua*." (P1)

P2 described the application of these values through discipline, cooperation with other teachers, service to students, and responsible completion of tasks. Similar explanations were provided by P3, P5, and P6. The accounts of workplace supervisors provided an additional perspective. M3 reported that the effects of orientation could be observed in greater attention to discipline and responsibility, particularly in the timely completion of duties. The supervisor also described the application of BerAKHLAK through service to students, cooperation with colleagues, and responsibility in daily work.

Although these accounts provide supporting evidence for workplace application, they do not establish that all BerAKHLAK values were applied consistently across all situations. The available evidence is therefore more appropriately interpreted as indicating emerging application and increased awareness rather than fully established and sustained behavioral transformation. The implementation of Action Plans presented a similar pattern. Participants generally reported that their plans had begun to be implemented, but implementation was partial and dependent on workplace conditions. P1 stated:

> "*Sudah mulai diterapkan, tetapi belum seluruhnya. Beberapa kegiatan yang dapat langsung dilakukan di kelas sudah saya coba*." (P1)

P3 also explained that his Action Plan had started to be implemented, although several components still had to be adjusted to school conditions. P5 and P6 similarly described implementation as gradual. The workplace perspective supported this finding. M3 stated that Action Plan implementation had begun gradually according to school conditions and that support from leadership and the school environment facilitated implementation, while limited time remained a constraint. Program organizers also emphasized that Action Plan completion during orientation should not automatically be interpreted as evidence of successful workplace implementation. BK2 explained that systematic monitoring of implementation still needed to be strengthened. BK1 similarly stated that the implementation of Action Plans depended on workplace conditions and support from supervisors.

This triangulation produces an important distinction between Action Plan preparation and Action Plan realization. The empirical evidence supports the conclusion that several participants had begun implementation, but it does not support a claim that all Action Plans had been fully implemented. Post-orientation mentoring emerged as the most consistent limitation within the Product dimension. Participants generally reported continued

communication with supervisors or school leaders, but this support was not described as a standardized or regularly scheduled mentoring mechanism. P1 stated:

> "*Pendampingannya lebih bersifat komunikasi dan arahan dalam pekerjaan sehari-hari, belum dalam bentuk mentoring khusus yang terjadwal secara rutin*." (P1)

P2 provided a similar account, explaining that support was mainly received through guidance from leaders and communication with colleagues rather than through a periodic formal mentoring system. This finding was reinforced by workplace supervisors and program organizers. M3 described post-orientation support primarily in the form of communication, direction, and supervision of daily work. BK2 explained that post-orientation assistance was generally situated within participants' respective work environments and that a stronger follow-up mechanism involving unit leaders was still needed.

The Product evaluation therefore indicates that orientation generated reported gains in participants' understanding of PPPK responsibilities and provided a framework for interpreting BerAKHLAK values in everyday work. However, the evidence also shows a clear distinction between understanding, initial application, and sustained implementation. The application of BerAKHLAK values and Action Plans remained dependent on workplace conditions, leadership support, available time, and continued reinforcement. Similarly, post-orientation support existed in the form of routine communication and supervisory guidance, but a structured and standardized mentoring mechanism had not yet been consistently established.

E. Data Triangulation Across the CIPP Dimensions

To strengthen the analytical transparency of the findings, Table 2 summarizes the convergence and differences identified across the principal sources of evidence.

Table 2. Data Triangulation Matrix of the PPPK Orientation Program Evaluation

CIPP Dimension	Main Empirical Finding	Interview Evidence	Cross-Source Interpretation
Context	Former honorary employees were familiar with daily work but needed clarification regarding formal PPPK responsibilities.	P1–P6 reported familiarity with occupational duties but incomplete understanding of formal ASN and PPPK responsibilities; F1 and BK informants confirmed this transition need.	Strong convergence between participant and institutional perspectives.
Input	The program had a structured three-stage learning arrangement and facilitator support, but digital access and participant differences affected implementation.	P1–P6 reported the usefulness of SIBANGKOM and eBangkom alongside connectivity and time difficulties; F1–F2 confirmed differences in digital capability and access constraints.	The technical problem was not limited to the platform itself but reflected the interaction between connectivity, user capability, and time availability.
Process	Action Plans connected learning with workplace problems, while classroom activities promoted direct participation and cooperation.	Participants described Action Plans based on workplace conditions; F1–F2 explained feasibility-oriented guidance; W1–W2 and participants described active group participation in Caraka Siang.	Evidence converges on the practical orientation of the learning process, while implementation remained influenced by time and workplace conditions.
Product	Participants reported improved understanding of PPPK responsibilities and BerAKHLAK values, but sustained application remained dependent on workplace support.	P1–P6 described increased understanding and initial application; M1–M3 described observable changes in discipline and responsibility; BK1–BK2 emphasized the need for stronger monitoring and follow-up.	Learning outcomes are supported primarily as perceived and emerging workplace outcomes, not as objectively measured long-term performance changes.
Product	Action Plans had generally begun to be implemented but were not uniformly completed.	Participants reported gradual or partial implementation; supervisors described implementation as dependent on school conditions and leadership support; BKPSDM indicated that monitoring needed strengthening.	Preparation of an Action Plan should not be equated with complete implementation.
Product	Post-orientation support existed mainly through routine communication and supervisory guidance rather than structured mentoring.	P1–P6 described informal guidance; supervisors reported communication and daily supervision; BK informants acknowledged the need for more systematic follow-up.	Strong convergence indicates a gap in formalized post-orientation mentoring.

Source: Interview data from P1–P6, F1–F2, W1–W2, BK1–BK2, and M1–M3, analyzed using the CIPP framework.

The triangulated findings indicate that the PPPK Orientation Program in Cirebon Regency possessed a relevant institutional purpose and a structured learning design. The strongest evidence of program effectiveness lies in participants' reported clarification of their formal roles and their ability to relate orientation materials to workplace responsibilities. However, the findings also demonstrate that the completion of orientation activities should not be interpreted automatically as evidence of sustained workplace outcomes.

Across the four CIPP dimensions, the principal implementation issues were interconnected. Participants' diverse backgrounds influenced learning needs; differences in digital capability and internet access affected the use of online platforms; Action Plan implementation depended on workplace conditions and supervisory support; and the absence of structured post-orientation mentoring limited the capacity to monitor whether reported learning outcomes developed into sustained professional practice. The findings therefore support an interpretation of the program as providing an important foundation for PPPK adaptation while also demonstrating the need for stronger continuity between formal orientation and workplace-based follow-up.

DISCUSSION

The findings demonstrate that the effectiveness of the PPPK orientation program cannot be adequately understood by treating Context, Input, Process, and Product as independent evaluation categories. Instead, the four dimensions form an interconnected sequence in which contextual needs shape the required program inputs, the adequacy of those inputs influences the implementation process, and implementation conditions subsequently affect the outcomes that can reasonably be achieved. This relationship is particularly important in the Cirebon Regency context because the program involved participants who were not organizational newcomers in the conventional sense. Most had previously worked as honorary employees and were already familiar with their routine occupational responsibilities, yet they required institutional adjustment following their transition to formal PPPK status.

The Context findings indicate that the principal need addressed by the orientation program was not simply the acquisition of technical job skills. Participants generally possessed previous work experience and were familiar with their everyday duties, but their transition to PPPK status required a clearer understanding of formal responsibilities, ASN values, rights, obligations, and institutional expectations. This finding supports the argument that orientation for former honorary employees differs from conventional newcomer orientation because participants enter the program with existing workplace knowledge but require a process of institutional repositioning.

This distinction can be interpreted through Organizational Socialization Theory. Bauer et al., (2025) emphasize that newcomer adjustment involves role clarity, task mastery, social acceptance, and organizational fit. In the present study, task familiarity was already relatively established before orientation, whereas role clarity and institutional adjustment remained more significant learning needs. Frögéli et al., (2023) likewise emphasize the importance of structured and supported workplace learning in facilitating employee adjustment. The findings therefore suggest that previous work experience does not eliminate the need for orientation; rather, it changes the nature of the orientation required.

This contextual characteristic has direct implications for the Input dimension. Because participants entered the program with unequal levels of prior knowledge, a uniform delivery of basic material could not necessarily generate equal learning value for all participants. Some participants regarded aspects of the orientation as reinforcement of knowledge and practices they had already encountered in their work, while others required more substantial clarification regarding the institutional meaning of their new status. The relationship between Context and Input therefore suggests that program relevance depends not only on whether the curriculum complies with formal requirements but also on whether learning resources are sufficiently responsive to differences in participants' prior experience.

This interpretation extends the application of the CIPP framework beyond a procedural assessment of whether a program has an appropriate curriculum. Wulan et al., (2026) identify the continuing importance of CIPP for examining relationships between program planning, implementation, and evaluation, while Citariani & Riawan, (2025) emphasize its usefulness in assessing interconnected aspects of program effectiveness. Zahroh et al., (2025) similarly demonstrate that training evaluation should not focus exclusively on final outcomes but should examine the conditions through which those outcomes are produced.

The present findings add a more specific insight to this literature. In PPPK orientation, the Context dimension is not merely an initial assessment of regulatory requirements. It identifies the type of transition participants are experiencing and therefore determines what kinds of inputs are likely to be meaningful. Participants who already possess substantial occupational experience may require learning designs that connect general ASN standards with concrete institutional dilemmas and workplace responsibilities. Consequently, standardization remains important for ensuring common professional expectations, but contextual adaptation is equally necessary to accommodate differences in prior knowledge and experience, as suggested by San Román-Niaves et al., (2024).

The most visible relationship among the CIPP dimensions emerged between Input and Process. The program possessed a structured three-stage design involving MOOC SIBANGKOM, eBangkom-based learning and Action Plan preparation, and classroom-based activities at BDK Kadipaten. In principle, this arrangement created a sequence from foundational knowledge to workplace-oriented learning and direct participation. However, the findings demonstrate that the existence of a learning design did not automatically ensure equivalent implementation across participants.

Digital infrastructure illustrates this relationship particularly clearly. Participants and facilitators identified difficulties related to internet connectivity, platform access, assignment uploads, and differences in digital capability. These constraints originated primarily within the Input environment because they concerned the resources and conditions available to support learning. However, their effects became visible in the Process dimension. Participants needed additional time to access materials, complete assignments, or repeat unsuccessful uploads. Those who were less familiar with digital learning systems required further adaptation and support.

Thus, the technical difficulties associated with eBangkom should not be interpreted merely as isolated operational problems. They represent a mechanism through which limitations in program inputs can alter the learning process. A curriculum may be formally well designed, and learning materials may be relevant, but their educational value can be reduced when participants experience difficulty accessing or completing required activities. The findings therefore support a more relational interpretation of CIPP: inadequate or uneven inputs create implementation variability, and this variability subsequently influences the conditions under which outcomes are produced.

The evidence also indicates that digital constraints interacted with participants' employment responsibilities. Participants were required to complete orientation activities while continuing their regular work. Consequently, the flexibility provided by online learning had a dual effect. It allowed participants to access materials outside conventional classroom schedules, but it also transferred a substantial part of time management and learning regulation to individual participants. This finding is important because flexibility should not automatically be interpreted as accessibility. Digital learning can increase temporal flexibility while simultaneously increasing demands for self-regulation, reliable infrastructure, and adequate institutional support.

From an adult learning perspective, the relevance of learning is strengthened when participants can connect educational content with existing experience and practical responsibilities. However, this potential can only be realized when the supporting environment allows participants to engage meaningfully with the learning process. The findings therefore suggest that the effectiveness of blended orientation depends on the alignment between learning design and the resources necessary to implement that design.

The role of facilitators further demonstrates the connection between Input and Process. Facilitator support was not limited to explaining substantive materials. Participants also relied on guidance when interpreting assignments, navigating learning requirements, and developing Action Plans. This indicates that human support functioned as a compensatory resource when technological or procedural difficulties emerged. In other words, weaknesses in one input component, such as digital accessibility, could partially be mitigated through another component, namely facilitator assistance.

This interaction provides a more nuanced understanding of program resources. Inputs should not be evaluated separately as a checklist of available facilities, platforms, and personnel. Their significance depends on how they operate together during implementation. A technically imperfect digital environment may still support learning when responsive assistance is available, whereas a sophisticated platform may not generate meaningful engagement when participants lack guidance or sufficient time.

The relationship between Process and Product was particularly evident in the implementation of Action Plans and the application of BerAKHLAK values. The orientation process created opportunities for participants to identify workplace problems, formulate possible improvements, and connect learning activities with their professional environments. However, the findings demonstrate that participation in these activities should not automatically be equated with sustained workplace outcomes.

The Action Plan component provides the clearest example. During the Process stage, participants were able to identify problems relevant to their work and develop feasible activities. Facilitator guidance supported this process by encouraging participants to formulate realistic plans rather than abstract or excessively ambitious proposals. The preparation of an Action Plan therefore represented an important mechanism for connecting formal orientation with workplace practice.

Nevertheless, the Product findings show that implementation was gradual and depended on organizational conditions. Participants reported that some activities had begun to be implemented, but implementation was affected by time availability, existing work programs, leadership support, and conditions within the workplace. The empirical distinction between Action Plan preparation and Action Plan realization is therefore theoretically important. A completed assignment demonstrates participation in the learning process, whereas workplace implementation represents a subsequent and more demanding stage of learning transfer.

This finding helps explain why positive Process indicators do not necessarily produce equally strong Product outcomes. Participants may actively complete learning activities and demonstrate understanding during orientation, but the translation of that learning into workplace practice depends on factors that extend beyond the formal training environment. The CIPP dimensions therefore operate as a chain rather than a set of independent boxes: Process can produce immediate learning outputs, but sustained Product outcomes depend partly on organizational conditions that are not fully controlled within the formal orientation stage.

Human Capital Theory is relevant to this interpretation because investment in knowledge and competencies does not automatically produce organizational benefits unless the acquired capabilities can be applied within the workplace. The distinction between learning acquisition and learning transfer is therefore central to understanding the program's outcomes. In this study, orientation created opportunities for competency development, but the organizational return from that investment remained dependent on the conditions supporting application.

The classroom-based activities provide a similar example. Participants described direct interaction, group activities, and Caraka Siang as opportunities to experience cooperation, discipline, and collective responsibility. These experiences were valuable within the Process dimension because they created immediate participation and reflection. However, instructors also emphasized that short-duration activities could provide an initial experience without independently establishing long-term behavioral transformation.

This finding requires a cautious interpretation of the Product dimension. The evidence supports the conclusion that participants developed greater awareness of certain values and reported efforts to apply them. It does not establish that orientation alone caused sustained changes in professional behavior. The distinction is important because evaluation research can overestimate program effectiveness when immediate learning experiences are treated as equivalent to long-term behavioral outcomes.

The findings concerning BerAKHLAK values reinforce the need to distinguish between immediate understanding and sustained application. Participants generally described the values through examples involving service, discipline, cooperation, accountability, and responsibility. Workplace supervisors also identified changes associated with greater attention to discipline and task completion. These accounts provide evidence that orientation contributed to the articulation and initial application of the values in daily work.

However, the findings do not justify a stronger claim that all BerAKHLAK values had become consistently embedded in workplace behaviour. The evidence primarily consists of participant accounts and stakeholder assessments rather than longitudinal measurements of behavioral change or organizational performance. This limitation is analytically important rather than merely methodological because it clarifies the type of outcome that the orientation program can currently be said to have achieved.

Previous Indonesian research has examined the relationship between BerAKHLAK values and employee outcomes. Chaerul Yozi & Lia Amalia, (2024) examine the relationship between BerAKHLAK values, work motivation, and employee performance, while Didion et al., (2024) investigate the influence of ASN BerAKHLAK core values on employee performance in Serang City. These studies demonstrate the importance of translating formal organizational values into observable workplace practices.

The present study contributes a different perspective by locating value internalization within an evaluation sequence. In the CIPP framework, awareness of BerAKHLAK can be interpreted as an immediate Product of the learning process, whereas consistent value-based behaviour requires continuing organizational reinforcement. The findings therefore suggest that value transmission during orientation and value institutionalization in the workplace should be evaluated as related but distinct outcomes.

This distinction advances the interpretation of the Product dimension in employee orientation programs. A participant's ability to explain organizational values should not be treated as sufficient evidence that those values have become stable behavioural patterns. The transition from understanding to practice requires opportunities for application, feedback, reinforcement, and organizational support.

The absence of a standardized post-orientation mentoring mechanism provides the strongest evidence that Product outcomes are influenced by conditions extending beyond the formal completion of the program. Participants generally continued to receive communication and guidance from supervisors or colleagues, but this support was not consistently organized through scheduled mentoring, systematic Action Plan reviews, or formal follow-up procedures.

This condition creates a structural gap between immediate orientation outcomes and sustained professional development. Participants may complete the formal program, understand their responsibilities, and begin implementing workplace improvements, yet the continuation of these efforts depends heavily on local supervisory arrangements. Consequently, the same orientation experience may produce different longer-term outcomes depending on the support available within each participant's work unit.

This interpretation is consistent with previous research on organizational socialization and training transfer. Bauer et al., (2025) identify role clarity, social acceptance, and task mastery as important aspects of adjustment. Frögéli et al., (2023) emphasize structured and supported workplace learning as an important onboarding

mechanism. Liu et al., (2024), through a meta-analytic review of field experiments, further highlight the broader organizational significance of socialization programs, while Blume et al., (2023) demonstrate the relevance of supervisor support to training activity and learning transfer, particularly in hybrid training environments.

These perspectives help explain why the Product dimension should not be interpreted as the final consequence of the formal orientation period alone. In the Cirebon Regency program, workplace supervisors and mentors function as a connecting mechanism between formal learning and subsequent application. Where support is available, participants may have greater opportunities to adapt Action Plans, receive feedback, and reinforce the practical meaning of BerAKHLAK values. Where such support is limited or unstructured, learning outcomes may remain at the level of individual understanding.

The findings therefore suggest that post-orientation mentoring should be understood as part of the program's broader outcome system rather than as an optional supplementary activity. Without a structured mechanism for follow-up, the evaluation of Product outcomes remains incomplete because the program can establish that participants have completed learning activities but cannot adequately determine whether learning has become sustained workplace practice.

Taken together, the findings demonstrate a sequential relationship among the four dimensions of the CIPP model. First, the Context dimension identifies the specific institutional transition experienced by former honorary employees. This contextual condition creates the need for orientation that emphasizes role clarity and institutional adaptation rather than merely technical job instruction.

Second, the Input dimension provides the resources through which this need is addressed, including the three-stage curriculum, digital platforms, facilitators, institutional coordination, and classroom activities. However, the findings show that these resources were not experienced uniformly because digital capability, internet access, and available learning time differed among participants.

Third, these input conditions directly influenced the Process dimension. Platform difficulties and limited time affected participants' ability to engage with online learning, while facilitator support helped reduce some of these barriers. The Action Plan and classroom activities created opportunities for practical learning, but the quality of participation depended on the adequacy of the resources supporting implementation.

Finally, the Product dimension reflects the consequences of this interaction. Participants reported clearer understanding of PPPK responsibilities and greater awareness of ASN values, but the implementation of Action Plans and sustained application of BerAKHLAK values depended on workplace support, leadership involvement, and follow-up mechanisms.

This integrated interpretation provides an explanation for an important empirical pattern in the study: a program can possess strong regulatory relevance and a structured learning design while still producing uneven or incomplete long-term outcomes. The explanation does not lie solely in the quality of the curriculum or the motivation of participants. It lies in the interaction between contextual needs, available resources, implementation conditions, and the organizational environment into which participants return.

Accordingly, the four CIPP dimensions should be understood as analytically connected components rather than separate stages that can be evaluated independently. The value of the model in this study lies precisely in its capacity to reveal how limitations at one level can propagate through subsequent levels. For example, limitations in digital infrastructure and learning time at the Input level affect the quality and continuity of participation at the Process level; limitations in workplace support then influence whether the immediate learning outcomes identified at the Product level are translated into sustained practice.

The theoretical contribution of this study lies not in proposing a new evaluation theory but in refining how the CIPP model can be interpreted in the context of PPPK orientation and employee transition within regional public administration. Existing applications of CIPP frequently organize findings according to Context, Input, Process, and Product as separate analytical categories. The present findings demonstrate that greater explanatory value can be obtained when the relationships among these dimensions are explicitly examined. In particular, the study contributes three contextual insights.

First, the Context dimension of PPPK orientation should incorporate participants' previous employment trajectories. Former honorary employees differ from entirely new employees because they may possess substantial task familiarity while simultaneously requiring institutional socialization into a new formal status. This distinction suggests that role clarity and professional identity should receive particular attention when evaluating orientation relevance.

Second, the study demonstrates that the Input–Process relationship is critical in blended public-sector orientation. Digital platforms, facilitator support, participant capability, and available time operate interactively. The presence of a learning platform alone is therefore an insufficient indicator of input adequacy. Evaluation should consider whether participants can effectively convert available resources into meaningful participation.

Third, the Product dimension becomes analytically stronger when it distinguishes between immediate learning outcomes and sustained workplace application. Understanding PPPK responsibilities, recognizing BerAKHLAK values, beginning an Action Plan, and consistently applying learning in the workplace represent different stages rather than equivalent indicators of success.

Recent discussions of CIPP development, including Wulan et al., (2026), provide a basis for considering how the model can continue to be adapted to different evaluation contexts. The present study contributes a contextual refinement by proposing that PPPK orientation should be assessed through the chain of institutional transition, resource adequacy, implementation quality, workplace application, and post-orientation continuity.

This refinement does not alter the fundamental structure of the CIPP model. Instead, it demonstrates how the explanatory capacity of the model can be strengthened when the evaluator examines the mechanisms connecting one dimension to another. For employee orientation programs, this means that Product outcomes should not be interpreted without considering the Process through which learning occurred, the Inputs that enabled or constrained that process, and the workplace context that determines whether learning can be sustained. The findings also generate practical implications for the future implementation of PPPK orientation programs.

At the Context level, orientation should continue to provide a common institutional foundation while recognizing differences in participants' prior work experience. Participants who have worked for extended periods as honorary employees may benefit from more contextualized learning that explicitly connects ASN responsibilities and values with situations encountered in their own workplaces.

At the Input level, digital infrastructure requires continued attention. Improving platform reliability, simplifying assignment procedures, and providing responsive technical assistance would reduce barriers that can disrupt the learning process. Because participants possess different levels of digital capability, early orientation or technical guidance concerning the use of learning platforms may also help create more equitable participation.

At the Process level, facilitator support should remain focused on connecting learning with identifiable workplace problems. Action Plans should be assessed not only according to their completion during orientation but also according to their feasibility in relation to participants' authority, available resources, and institutional conditions. The learning process would therefore benefit from greater involvement of workplace supervisors before participants return to their respective units.

At the Product level, the most important improvement concerns structured post-orientation follow-up. Supervisors and mentors should be involved in reviewing Action Plans, providing feedback, monitoring the application of relevant ASN values, and identifying further competency development needs. Periodic follow-up would also allow program organizers to distinguish between immediate learning outcomes and sustained workplace change.

The findings further support stronger coordination among BKPSDM Cirebon Regency, BPSDM West Java, BDK Kadipaten, and relevant work units. Such coordination is necessary because orientation outcomes are produced across multiple institutional settings rather than within a single training provider. The transition from formal learning to workplace practice therefore requires institutional continuity.

A more comprehensive follow-up evaluation could include indicators related to Action Plan implementation, task performance, service quality, collaboration, supervisor feedback, and the continuity of mentoring. These indicators would allow future evaluations to examine not only whether participants completed orientation but also whether the program contributed to sustained professional practice.

Overall, the scientific contribution of this study is its integrated explanation of how regulatory relevance, participant characteristics, learning resources, implementation conditions, workplace-oriented assignments, and post-orientation support interact within a PPPK orientation program. The findings show that orientation effectiveness is not determined solely by the completion of a structured learning sequence. Rather, it emerges from the relationship between the conditions established before implementation, the resources available during learning, the quality of participants' engagement, and the organizational mechanisms that support the application of learning after formal orientation has ended. Further longitudinal research using documented workplace outcomes and repeated observations is nevertheless required to determine whether these relationships result in sustained behavioural and organizational change.

CONCLUSION

This study concludes that the PPPK orientation program in Cirebon Regency has demonstrated relevance to the formal requirements of ASN development and provided a structured learning arrangement through three complementary stages: MOOC SIBANGKOM, eBangkom-based learning and Action Plan preparation, and classroom instruction at BDK Kadipaten. Nevertheless, the evaluation indicates that the program's implementation cannot be assessed solely through its regulatory alignment and completion of learning activities. Its overall effectiveness also depends on the extent to which learning resources, digital infrastructure, institutional coordination, and workplace support enable participants to translate the orientation experience into professional

practice. Although informants reported a clearer understanding of PPPK responsibilities and BerAKHLAK values, these findings should be interpreted as perceived learning outcomes rather than objectively measured improvements in competency or workplace performance.

The principal contribution of this study lies in demonstrating how the CIPP model can provide an integrated assessment of PPPK orientation by connecting program relevance (context), learning resources and design (input), implementation dynamics (process), and reported learning outcomes (product). This perspective shows that the achievement of orientation objectives is influenced not only by the quality of individual learning stages but also by the relationships among program design, implementation conditions, and post-training support. Accordingly, several improvement priorities can be identified. At the context level, program content should remain responsive to participants' actual workplace responsibilities and learning needs. At the input level, the accessibility and technical reliability of the eBangkom platform, together with adequate institutional coordination, require attention. At the process level, the implementation of Action Plans and classroom activities should be supported by sufficient time, relevant guidance, and active supervisory involvement. At the product level, structured post-orientation mentoring, supervisory feedback, and periodic Action Plan reviews are necessary to encourage the application of acquired knowledge and values in the workplace.

This study also has limitations that should be considered when interpreting its findings. The research involved 15 informants and focused on the implementation of the PPPK orientation program in Cirebon Regency; therefore, its findings are context-specific and should not be generalized to all PPPK orientation programs without further investigation. In addition, the qualitative data primarily reflect informants' accounts and observations, rather than standardized measurements of competency development or employee performance. The study also does not provide longitudinal evidence to establish whether the reported learning outcomes lead to sustained behavioral and performance changes after orientation. Future research should therefore involve broader institutional settings, incorporate objective assessments of competency and workplace performance, and conduct longitudinal evaluations of documented Action Plan implementation. Such investigations would provide a stronger basis for assessing the sustainability of orientation outcomes and the extent to which the program contributes to effective PPPK performance.

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AUTHOR CONTRIBUTION STATEMENT

IS contributed to the conceptualization, research design, data collection, data analysis, and preparation of the original manuscript. AA contributed to the supervision, critical review, interpretation of the findings, and revision of the manuscript. Both authors reviewed and approved the final version of the manuscript.

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