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TECHNICAL GUIDANCE ON BUILDING A WORK CULTURE OF INTEGRITY AND PROFESSIONALISM AMONG STATE CIVIL APPARATUS IN TANAH LAUT REGENCY

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Abstract

Technical guidance serves as an instrument for the competency development of State Civil Apparatus, aimed at strengthening integrity, professionalism, and the quality of public services. This article analyzes the strategic role of technical guidance in fostering an State Civil Apparatus work culture oriented toward ethics, accountability, competence, and the public interest in Tanah Laut Regency. The study employs a qualitative descriptive approach, utilizing an analytical framework encompassing competency development, learning transfer, organizational culture, and public sector integrity. The analysis focuses on the interplay between training design, the internalization of the core State Civil Apparatus values "BerAKHLAK", leadership support, and the application of learning outcomes within the workplace. Existing literature suggests that the effectiveness of training cannot be measured solely by attendance or participant satisfaction; rather, it must be assessed through changes in knowledge, work behavior, and organizational performance. Consequently, strengthening a work culture requires participatory learning methods, ethical case studies, a commitment to follow-up actions, and post-training evaluation.

Keywords: State Civil Apparatus; technical guidance; work culture; integrity; professionalism; public service..

INTRODUCTION

State Civil Apparatus hold a strategic position in the administration of government, the implementation of public policy, and the provision of services to the public. The quality of government administration is determined not only by the completeness of regulations and the availability of resources but also by the competence, integrity, ethics, and conduct of the personnel in carrying out their duties. Law Number 20 of 2023 concerning the

State Civil Apparatus emphasizes an orientation toward work results, service, accountability, competence, and professional conduct—free from practices of corruption, collusion, and nepotism. Consequently, the development of a work culture is not merely an internal organizational agenda but an integral part of efforts to achieve high-quality governance.

Work culture can be understood as a pattern of values, norms, beliefs, and habits that influence how organizational members make decisions, interact, and complete their work. In a government organization, a positive work culture is reflected through adherence to regulations, punctuality, transparency, accountability, respect for the public,

and a commitment to improving the quality of services. Conversely, an unsupportive work culture may manifest in administrative behavior focused solely on fulfilling formalities, weak coordination, a lack of accountability, or a tendency to avoid risks and responsibility.

The strengthening of the State Civil Apparatus work culture in Indonesia is anchored in the *"BerAKHLAK"* core values: Service-Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative. These values were introduced as a common framework for shaping the identity and professional conduct of State Civil Apparatus personnel. However, internalizing these values requires more than just the dissemination of slogans. They must be translated into behavioral standards, operational procedures, evaluation systems, leadership by example, and mechanisms for both recognition and corrective action. The Ministry of Administrative and Bureaucratic Reform emphasizes that strengthening work culture must focus on the practical application of these values in the daily life of the organization, rather than stopping at mere communication campaigns.

One instrument that can be used to strengthen the capacity of State Civil Apparatus is technical guidance. Technical guidance is a structured learning activity designed to enhance knowledge, skills, an understanding of procedures, and the ability to apply specific work standards. In the context of developing a work culture, such guidance should not be limited to the mere transfer of information regarding personnel regulations. Instead, these activities should help participants recognize ethical dilemmas, understand the risks of the abuse of authority, manage conflicts of interest, increase accountability, and connect the value of integrity to the decisions they face in their daily work.

Research by Rahayu et al. (2022) on the effectiveness of training for State Civil Apparatus highlights the importance of evaluating knowledge, skills, and attitudes, as well as the impact of the training on the organization. This finding is significant because the success of technical guidance cannot be determined solely by the fact that the activity took place. Meanwhile, Achmad and Patiro (2021) examined the transfer of training outcomes for State Civil Apparatus using the Theory of Planned Behavior. Their study underscores the role of attitudes, subjective norms, and perceived behavioral control in explaining participants' intentions and behaviors regarding the application of what they have learned in the workplace.

The issue of learning transfer is also addressed in international literature. Asensio Menchero (2023), in a systematic review of learning transfer within public administration, identifies the importance of training characteristics, participant attributes, and the work environment for the application of competencies following training. Studies on public sector management education also emphasize the need to assess the effects of learning more systematically, including its relevance to managerial practices and organizational needs. Consequently, technical guidance programs should be designed to ensure that participants have the opportunity to apply their knowledge, receive support from their superiors, and obtain feedback after the activity has concluded.

Integrity is a crucial dimension in the development of a work culture. It

goes beyond merely avoiding misconduct; it entails consistency among one's core values, established rules, decisions made, and actions taken. For State Civil Apparatus s, integrity relates to the responsible exercise of authority, the management of public resources, the protection of the public interest, and a willingness to be held accountable for one's decisions. Tannimalay et al. (2021) explore the relationship between person-organization fit, integrity, and the performance of public servants, including the role of public service motivation. This perspective suggests that integrity-driven behavior must be understood in the context of both an individual's characteristics and their organizational environment.

Professionalism is likewise inseparable from competence and public service motivation. It encompasses the mastery of knowledge and skills, adherence to professional standards, the ability to complete tasks, effective communication, and a focus on outcomes and the needs of the public. Hidayati et al. (2023) examine the integration of workplace learning into the competency development of government officials, emphasizing the importance of aligning learning programs with the actual needs of the organization.

In the context of Tanah Laut Regency, strengthening the work culture of State Civil Apparatus should be viewed as an integral part of improving the quality of local governance. The public's demand for services that are prompt, transparent, fair, and accountable requires State Civil Apparatus who not only understand regulations but are also capable of applying public service values in real-world situations. Technical guidance sessions can serve as a space for reflection and collective learning, covering topics such as service standards, integrity, discipline, communication ethics, complaint resolution, and professional accountability.

Nevertheless, such technical training initiatives face certain challenges. First, a one-off training session does not automatically lead to sustained behavioral change. Second, content that is overly theoretical risks failing to address the practical, work-related issues faced by the participants. Third, learning outcomes may be hindered if leadership fails to provide the necessary support, time, resources, or opportunities to apply newly acquired competencies. Fourth, cultural change is difficult to sustain if performance and reward systems are inconsistent with the values of integrity and professionalism. Therefore, technical training must be positioned as an integral part of a broader system for competency development and organizational improvement, rather than as a standalone activity.

METHOD

This community service initiative was conducted in Tanah Laut Regency, South Kalimantan Province, employing a participatory approach that positions the participants as the primary subjects throughout every stage of the activity. Conceptually, the subjects of this initiative include State Civil Apparatus participating in the technical training, event organizers, facilitators, and leadership or human resources management personnel responsible for follow-up actions related to the training. A total of 150 participants from various work units across Tanah Laut Regency were involved. The activity took place in September 2026.

The implementation of the activity is structured into the following stages:

Preparation Stage

The preparation stage is conducted to ensure that the activity aligns with the needs and challenges faced by the partners. Planned activities include:

1) Coordinating with local government authorities or relevant regional agencies regarding the need for technical guidance.

2) Identifying work culture issues related to integrity, discipline, professionalism, ethics, and the quality of public service.

3) Developing technical guidance materials based on State Civil Apparatus regulations, the *"BerAKHLAK"* core values, principles of good governance, and the competency development needs of government personnel.

4) Preparing evaluation instruments, discussion materials, case studies, and follow-up action plan templates.

Technical Guidance Implementation Stage

The activity is carried out using complementary learning methods:

1) Interactive lectures and presentations

Delivery of content covering concepts of work culture, State Civil Apparatus integrity, professionalism, codes of ethics, discipline, *"BerAKHLAK"* core values, and the responsibilities of government personnel in public service. This method is used to build participants' conceptual and normative understanding.

2) Discussions and Q&A sessions

Participants are given the opportunity to share their experiences, obstacles, and challenges encountered in implementing a work culture rooted in integrity and professionalism. Discussions are also used to identify gaps between organizational values and daily work practices.

3) Case studies and simulations

Participants analyze relevant scenarios—such as conflicts of interest, service delays, issues regarding authority, lack of discipline, poor coordination, or behavior inconsistent with State Civil Apparatus ethics—and formulate potential solutions based on regulations and principles of integrity.

4) Development of recommendations and action plans

Participants establish commitments and follow-up action plans to strengthen the work culture within their respective units. The plan may encompass fostering integrity-based behavior, enhancing discipline, strengthening service transparency, and improving performance evaluation mechanisms.

Evaluation Phase

Evaluation is conducted to assess the extent to which the activity's objectives have been achieved, specifically regarding the improvement of participants' understanding and their readiness to apply the material. Evaluation methods may include:

1) Pre-tests and post-tests: to measure changes in participants' understanding of integrity, professionalism, and the work culture of State Civil Apparatus.

2) Observation of participation: to assess the level of participant engagement in discussions, case studies, and simulations.

3) Assessment of work outputs: to evaluate the relevance and

feasibility of the recommendations and action plans developed by participants.

4) Participant satisfaction evaluation: to gauge participants' perceptions regarding the relevance of the material, delivery methods, and the overall value of the activity.

Follow-up Phase

The follow-up phase focuses on the application of the technical guidance outcomes within the workplace. Relevant initiatives include strengthening commitment to the work culture, disseminating the *"BerAKHLAK"* core values, implementing professional behavioral standards, and monitoring the execution of action plans by the respective work units. In the medium term, follow-up efforts can be evaluated using indicators such as adherence to standard operating procedures (SOPs), discipline, complaint resolution, service quality, and performance evaluation results.

RESULTS AND DISCUSSION

The community service initiative, titled "Technical Guidance on Building a Work Culture of Integrity and Professionalism among State Civil Apparatus in Tanah Laut Regency," was carried out through several stages, including the following:

1. Preparation Phase: During this stage, the organizing team—comprising lecturers from the Government Science Study Program, Faculty of Social and Political Sciences, Jenderal Achmad Yani University-conducted a field survey at the designated location. The objective was to identify and assess the specific challenges present in the village selected for this community service project.

2. Implementation Phase: The community service activity, titled "Technical Guidance on Building a Work Culture of Integrity and Professionalism among State Civil Apparatus in Tanah Laut Regency," was conducted using a conventional, in-person (offline) format, held within Tanah Laut Regency.

The implementation phase includes the following:

a. Delivery of material via lectures regarding the utilization of information and communication technology within government organizations—specifically, regency-level government organizations—followed by a Q&A session concerning the presented material; this Q&A session is an integral part of the lecture phase.

b. Focus Group Discussion (FGD): This stage involves exploring and identifying existing issues to establish a priority scale. It includes analyzing these problems, determining the needs of State Civil Apparatus personnel to enhance their professionalism, and outlining weaknesses, strengths, potential, and obstacles. These findings are recorded directly into forms provided by the organizers, with guidance from tutors—lecturers from the field of Government Studies.

c. Mentoring and training focused on building a work culture for State Civil Apparatus that is characterized by integrity and professionalism.

3. Evaluation Phase; in this stage, the community service project team evaluates the entire process—from preparation and implementation to report writing and the final outputs. For instance, the results of the project are disseminated via social media—such as

the Instagram accounts of the Government Science Study Program and the Faculty of Social and Political Sciences at Unjani, as well as the personal Facebook pages of the faculty members—and, most importantly, through scholarly publications in *Abdimas* journals indexed by SINTA.

Activity Timeline

a. The timeline for this Community Service initiative begins with a preparatory phase, involving initial outreach via telephone. Once the host location confirms its participation, a formal letter is sent from the institution to the local government of Tanah Laut Regency.

b. The subsequent step involves a field survey to assess and identify the specific challenges faced by Tanah Laut Regency regarding the development of its State Civil Apparatus.

c. The main event will take place on Wednesday, August 12, 2026, from 07:00 to 15:00 Central Indonesian Time (WITA).

d. Nature and Location of the Activity

a) The program, titled "Technical Guidance on Building a Work Culture of Integrity and Professionalism among State Civil Apparatus in Tanah Laut Regency," will be conducted in an offline, in-person format.

b) This Community Service activity will be centered in Tanah Laut Regency.

Activity Participants

The participants for this Community Service initiative are State Civil Apparatus personnel based in Tanah Laut Regency.

Speakers/Facilitators

The speakers and facilitators for this Community Service activity—titled "Technical Guidance on Building a Work Culture of Integrity and Professionalism among State Civil Apparatus in Tanah Laut Regency"—are as follows:

a) Dr. Atik Rochaeni, M.Si., covering the topic of State Civil Apparatus work culture.

b) All faculty members from the Government Studies Study Program, who will serve as tutors during the Focus Group Discussion (FGD) sessions aimed at fostering a work culture of integrity and professionalism among the State Civil Apparatus.

The content of this activity includes: technical guidance as an instrument for developing work culture; the internalization of integrity and the core values of the State Civil Apparatus known as *"BerAKHLAK";* and the strengthening of professionalism and competencies among the civil apparatus.

Technical Guidance as an Instrument for Developing a Work Culture

Technical guidance serves a strategic function by bridging competency development policies with the actual needs of government organizations. Well-designed training can foster an understanding of work standards, strengthen technical skills, and help State Civil Apparatus recognize the ethical implications of their administrative decisions. However, these benefits do not occur automatically. Their effectiveness depends on the alignment of the content with job requirements, the quality of the facilitators, the learning methods employed, support from leadership, and

the opportunity to apply the acquired competencies.

Rahayu et al. (2022) highlight the importance of assessing the effectiveness of training for State Civil Apparatus based on learning outcomes and their organizational impact. This perspective frames technical guidance as a process requiring ongoing evaluation, rather than merely an activity that concludes when the event ends. Octiorizaldy et al. (2024) further demonstrate the utility of the CIPP model in identifying the interconnections between program needs, resource readiness, implementation, and training outcomes.

In the context of Tanah Laut Regency, this framework can be applied by first mapping the specific work culture challenges faced by regional government agencies. For instance, organizers might identify a need for improvements in service communication, adherence to standard operating procedures, timely completion of tasks, complaint management, or the prevention of conflicts of interest.

Mapping these needs ensures that the training content is not overly generic. Staff who interact directly with the public may require training in service communication and complaint handling, while officials responsible for program management might need to strengthen their focus on accountability, decision documentation, and risk management. Such differences in job functions should be reflected in the case studies and exercises used.

Hidayati et al. (2023) emphasize the relevance of workplace-based learning for the competency development of government officials. This approach suggests that learning becomes more meaningful when it is directly linked to the specific tasks and challenges of the organization. Therefore, technical guidance sessions on work culture should utilize cases that resonate with the participants' own experiences, rather than relying solely on conceptual presentations regarding ethics and professionalism.

Internalizing Integrity and the Core Values of State Civil Apparatus s: The *"BerAKHLAK"* Framework

Integrity serves as the foundation for public trust in government officials and institutions. In administrative practice, integrity is reflected in the honest disclosure of information, consistent adherence to procedures, the rejection of the abuse of authority, the protection of confidential information, and the courage to report potential violations through established channels. Acting with integrity also requires the ability to recognize situations where personal interests might influence public decision-making.

Internalizing integrity through technical training should involve linking core values to specific courses of action. For instance, discussions on codes of ethics are more effective when accompanied by case analyses-such as those concerning the acceptance of gifts, the use of office facilities, the granting of preferential treatment to certain parties, or pressure to bypass established procedures. Participants are encouraged to identify the core issues, the affected parties, relevant regulations, potential decision alternatives, and the consequences of each choice.

Tannimalay et al. (2021) explore the relationship between person-organization fit, the integrity and performance of public servants, and the role of public service motivation. This perspective underscores the importance

of alignment between an individual's values and the organizational environment. Consequently, the successful internalization of integrity depends not only on the awareness of the individuals involved but also on the behavioral examples set by leadership, the consistent enforcement of rules, and the perception of fairness within the workplace.

The Ministry of Administrative and Bureaucratic Reform has introduced *"BerAKHLAK"* as a shared set of core values for State Civil Apparatus s, linking these values to the identity of public service. As a result, training programs must evolve from merely introducing these values to fostering organizational habits. While tools such as posters, modules, and formal declarations of commitment can serve as useful reminders, their overall effectiveness relies on exemplary leadership, robust feedback mechanisms, and consistent performance evaluation.

Strengthening the Professionalism and Competence of State Civil Apparatus

The professionalism of State Civil Apparatus encompasses competence, discipline, objectivity, communication skills, and the ability to deliver work outcomes that meet established standards. Technical guidance focused on professionalism should clarify the link between individual competence and the quality of organizational processes. Competencies that are not applied in one's work-or that are not updated to reflect the evolving needs of the public-risk becoming irrelevant.

Research by Nuraeni (2021) on competency development strategies for fostering "Smart State Civil Apparatus" highlights the significance of competency development programs within local government environments. The study further underscores the necessity of tailoring competency development methods to the specific conditions of the organization. In the context of technical training, this finding can be translated into mapping needs based on specific job duties, levels of responsibility, and the types of services provided.

Professionalism also requires active learning. While lectures may be used to introduce concepts and regulations, they should be complemented by group discussions, simulations, document analysis, and problem-solving exercises. Participants might be tasked with analyzing scenarios involving service delays, procedural non-compliance, ineffective communication, or decision-making under pressure. The outcomes of these discussions can be evaluated based on the accuracy of the analysis, adherence to regulations, ethical considerations, and the viability of the proposed solutions.

Integrating workplace-based learning-as discussed by Hidayati et al. (2023) can further support this approach. Instead of working solely on abstract exercises, participants can bring real-world work challenges to the table (ensuring that no confidential data or personal information is disclosed). By the end of the session, participants should formulate realistic improvement steps and define indicators for success.

Furthermore, professionalism must be linked to a public service orientation. State Civil Apparatus are expected to go beyond merely completing administrative tasks; they must ensure that their work processes generate tangible benefits for the public. Research by Taufiq and Harijanto (2023) on public service motivation and

proactive work behavior provides a foundation for discussing how motivation encourages State Civil Apparatus to act beyond mere passive compliance. However, motivation needs to be supported by a work system that allows for initiative, clarity of authority, and recognition of legitimate improvements.

Factors Supporting and Hindering the Application of Training Outcomes

The application of training outcomes is more likely to occur when participants receive support from their work environment. Asensio Menchero (2023) indicates that the transfer of learning in public administration is influenced by elements of the training itself, the characteristics of the participants, and the work environment. Consequently, the evaluation of technical training must examine conditions following the training, rather than focusing solely on the experience during the sessions.

The first supporting factor is leadership commitment. Leaders play a pivotal role in determining whether values-such as integrity-are genuinely used as a basis for decision-making, how errors are addressed, and whether employees are provided with the space to voice concerns. Such commitment must be demonstrated through consistent behavior, clear delegation of responsibilities, and follow-up on the commitments made by participants.

The second factor is the alignment of training content with the nature of the work. Material that is unrelated to the needs of a work unit may be perceived merely as an administrative obligation. Conversely, content based on a needs analysis helps participants recognize the direct benefits of what they have learned. The third factor involves follow-up mechanisms, such as evaluation meetings, supervisory guidance, learning communities, and the sharing of best practices across work units.

Hindering factors may include a heavy workload, limited resources, poor coordination, a lack of feedback, or a discrepancy between the values taught and the organization’s actual practices. Analytically, if employees are expected to implement new service standards without the necessary time, technology, or authority, sustaining behavioral change becomes significantly more difficult.

Achmad and Patiro (2021) provide insight into this issue through the "Theory of Planned Behavior." The intention to apply training outcomes is influenced by one’s attitude toward the behavior, social norms, and the perception of one’s own ability-or the level of control-to carry it out. In the context of the State Civil Apparatus, participants may understand the importance of certain procedures, yet their implementation may be hindered by a lack of support from colleagues or an absence of necessary resources.

Therefore, the follow-up to technical training should include an agreement between participants and their supervisors regarding the specific behaviors to be implemented, the resources required, and a schedule for periodic review. This approach ensures that the responsibility for change does not rest solely with the individual, but also becomes part of the organization's responsibility.

Participatory and Contextual Learning Strategies

A participatory learning approach is highly relevant for transforming understanding into the capacity for decision-making. In

technical training focused on the work culture of State Civil Apparatus s, the learning methodology should integrate conceptual explanations, value reflection, case analysis exercises, service simulations, and the development of action plans. This variety of methods allows participants not only to receive information but also to test their understanding within scenarios that mirror actual workplace challenges.

The learning process can be structured into four stages:

Stage 1: Preparation

Mapping competency needs, establishing learning objectives, identifying service-related issues, and developing case studies tailored to the participants' specific functions.

Stage 2: Implementation

Presenting the *"BerAKHLAK"* (core values for State Civil Apparatus s) framework, discussing ethical dilemmas, conducting decision-making simulations, and practicing the resolution of service-related problems.

Stage 3: Evaluation

Assessing understanding, evaluating exercise outcomes, facilitating participant reflection, and developing verifiable follow-up action plans.

Stage 4: Reinforcing Impact

Providing supervisory support, monitoring the application of learning outcomes, addressing obstacles, and refining work processes.

This design aligns with the requirements for the transfer of learning within public organizations. Asensio Menchero (2023) emphasizes that the success of such a transfer is determined not only by the training content but also by the conditions that enable participants to apply what they have learned once they return to their work. Consequently, every learning method must yield clear, tangible outputs-such as case analysis results, service improvement designs, or observable behavioral commitments.

Evaluating the Outcomes and Impact of Technical Guidance

Evaluation is a crucial component for determining whether an activity has achieved its learning objectives and contributed to performance improvement. In the context of technical guidance on work culture, the evaluation should distinguish between activity outputs, learning outcomes, behavioral changes, and organizational impact.

Activity outputs may include the number of participants, the successful execution of the agenda, the availability of materials, and the creation of action plan documents. Learning outcomes can be assessed through an improved understanding of integrity, professionalism, codes of ethics, and service standards. Behavioral changes require different forms of evidence, such as consistent adherence to Standard Operating Procedures (SOPs), the quality of documentation, the timely completion of tasks, or observations made by supervisors. Meanwhile, organizational impact requires indicators relevant to the specific functions of a work unit-for instance, service turnaround time, the number of complaints resolved, or the level of compliance with service standards.

Achmad and Patiro (2021) highlight the roles of attitudes, social norms, and perceived behavioral control in the transfer of training outcomes for State Civil Apparatus. Therefore, post-training assessment should examine not only whether participants intend to apply what they have learned, but also whether they possess the necessary

opportunities, support, and resources to do so.

Short-term evaluation can be conducted immediately following an activity to gauge participants' understanding and responses. A follow-up evaluation-carried out 30–90 days later-can be used to assess the implementation of action plans and identify any obstacles. To evaluate broader impacts, assessments should be conducted over a timeframe that aligns with the work cycle and the availability of organizational indicators. These timeframes are design recommendations rather than universally applicable standards.

Leadership, Role Modeling, and Organizational Consistency

Changing a work culture requires alignment between the values imparted through training and the behaviors demonstrated by leadership. If leaders emphasize accountability but fail to consistently address deviations, the intended message is weakened. Conversely, by setting an example in decision-making, remaining open to input, and ensuring fair treatment, leaders can strengthen the legitimacy of an organization's core values.

A study by Tannimalay et al. (2021) on integrity and person-organization fit highlights the significant relationship between individual characteristics and organizational conditions. Similarly, research by Jung and Moon (2024) explores the link between public service motivation and organizational commitment.

In practice, leaders of regional government agencies can take follow-up actions—such as holding brief meetings to discuss action plans, providing evidence-based feedback, and identifying obstacles to implementation. Strengthening a work culture should not rely solely on inspections or sanctions. Recognizing best practices, offering learning opportunities, clarifying responsibilities, and providing access to ethical consultation mechanisms are also essential components of an integrity-strengthening system.

It is also important to distinguish organizational loyalty from blind compliance that lacks ethical consideration. The professionalism of State Civil Apparatus requires the execution of legitimate policies and directives, yet this must always remain within the established legal, ethical, and public-interest framework. Therefore, technical training (bimtek) should provide space for discussing how to professionally raise objections, clarify ambiguous instructions, and utilize existing consultation or reporting mechanisms.

Efforts to Strengthen the Work Culture of State Civil Apparatus in Tanah Laut Regency

First, conduct a systematic training needs analysis. This involves identifying competency gaps based on job responsibilities, service standards, performance evaluations, and documented issues. The results of this analysis serve as the foundation for selecting training materials, methods, and success indicators.

Second, integrate the *"BerAKHLAK"* (core values for Indonesian State Civil Apparatus) framework into real-world work situations. Each value must be translated into specific behavioral examples and indicators relevant to the participants respective roles. Methods such as case discussions and simulations can help participants understand how to apply these values when making decisions.

Third, involve leadership in the learning process and subsequent follow-up. Supervisors should understand the objectives of the technical training, support the implementation of action plans, and assist in overcoming obstacles. Without organizational support, behavioral change risks remaining limited to the level of individual understanding.

Fourth, establish a multi-layered evaluation system. Relying solely on satisfaction surveys is insufficient; instead, the evaluation should combine assessments of learning outcomes, behavioral monitoring, and relevant performance indicators. The findings from these evaluations should be used to improve future programs.

Fifth, foster continuous learning. Technical training should be supplemented with forums for sharing best practices, ongoing mentorship, regular updates to training materials, and the monitoring of action plans. Continuous learning ensures that values such as integrity and professionalism are reinforced as ingrained work habits, rather than remaining merely as knowledge acquired during a training session.

CONCLUSION

Technical guidance serves as an instrument to support the development of a work culture characterized by integrity and professionalism among State Civil Apparatus in Tanah Laut Regency. Its strategic role lies in strengthening the understanding of core State Civil Apparatus values, enhancing competencies, developing the capacity for ethical decision-making, and fostering a public service orientation. However, the success of such technical guidance cannot be measured solely by the number of participants, the execution of the activities, or the level of satisfaction with the training materials.

The internalization of the *"BerAKHLAK"* values must be translated into observable work behaviors, supported by leadership by example, consistent work systems, and post-training evaluations. Learning methods such as case studies, simulations, ethical discussions, and action planning can help participants connect the training material to real-world work challenges. Furthermore, a multi-level evaluation approach is necessary to distinguish between learning outcomes, behavioral changes, and the overall impact on the organization. Consequently, the strategy for strengthening technical guidance should incorporate competency needs analysis, contextual learning, leadership support, outcome measurement, and sustained follow-up.

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