
EFFECTIVENESS OF LIVE LEARNING PROGRAMS IN THE DIRECTORATE OF TECHNICAL AND FUNCTIONAL LEARNING OF STATE ADMINISTRATIVE INSTITUTIONS

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Abstract

This study aims to analyze the factors causing the fluctuation in the number of viewers and the effectiveness of the Live Learning program in developing the competence of the State Civil Apparatus (ASN) at the Directorate of Technical and Functional Learning of the State Administrative Institute (LAN). This research employs a qualitative descriptive approach using the CIPP (Context, Input, Process, Product) evaluation model combined with the Training Needs Analysis (TNA) approach. Data were collected through in-depth interviews, documentation, and literature review involving informants consisting of the Director, Team Leader, Competence Development Analyst, Operators, Speakers, and Participants. The results indicate that the fluctuation in viewer numbers is influenced by a combination of factors: the relevance of the topic to ASN work needs, the credibility of the speaker, the reach of promotion, execution time that often conflicts with working hours, and the participants' workload. Overall, the Live Learning program is considered quite effective but not yet optimal. The program successfully provides flexible access, convenience, and an increase in participants' knowledge and insights. However, its effectiveness is still hindered by non-systematic competence needs identification (TNA), inconsistent schedules, limited interaction, technical constraints, and a tendency toward administrative orientation (eg, pursuing certificates) rather than deep competence mastery. This study recommends strengthening TNA in topic selection, adjusting and ensuring schedule consistency, expanding promotion strategies, enhancing participant interaction, and developing a more comprehensive evaluation of learning outcomes that goes beyond just viewer counts and attendance.

Keywords: Program Effectiveness, Live Learning, ASN Competence Development, CIPP Evaluation Model, Training Needs Analysis (TNA)

INTRODUCTION

Equitable and sustainable national development places the development of human resources for civil servants as one of the main pillars in realizing effective, professional, and service-oriented governance. The State Civil Apparatus (ASN) has a strategic role as implementers of public policy and drivers of development, so that the quality of ASN competency is a determining factor in the success of national development. In the context of national policy, ASN competency development is in line with the direction of civil servant human resource development policy as stated in the National Medium-Term Development Plan (RPJMN), which emphasizes the importance of ASN being competitive, adaptive to change, and able to respond to the challenges of development and public service.

Competency development is not only seen as fulfilling the rights of ASN, but also as an obligation that must be carried out by all ASN to ensure the achievement of effective and integrity-based governance. Law Number 20 of 2023 concerning the State

Civil Apparatus (ASN) emphasizes that competency development is an important part of ASN management. Every ASN is required to continuously improve their competency through a continuous learning process to remain able to respond to organizational demands and the dynamics of public service. This mandate is reinforced by Government Regulation Number 11 of 2017 concerning Civil Servant Management as amended by Government Regulation Number 17 of 2020 concerning Amendments to Government Regulation Number 11 of 2017 concerning Civil Servant Management, which stipulates that every civil servant must continuously develop their competency through various forms of learning.

The real challenge arises from the large number of civil servants (ASN) who are required to undertake competency development. According to data from the Civil Service Statistics Book published by the National Civil Service Agency (BKN), as of December 31, 2025, there will be 6,546,083 ASN in Indonesia, consisting of 3,557,697 Civil Servants (PNS), 2,040,965 Government Employees with Work Agreements (PPPK), and 947,421 Part-Time PPPK (BKN, 2025). With this relatively large number, if competency development is implemented using classical methods, there is a risk that many ASN will not get the opportunity due to budget and resource limitations. Therefore, an appropriate competency development strategy is needed to overcome this challenge, including providing training tailored to the needs and competency level of each ASN.

Therefore, in 2024, the Center for Technical and Sociocultural Competence Development of State Civil Apparatus took the initiative to organize a distance learning program using social media so that it can be accessed anywhere and anytime, and free of charge, called Live Learning. This program is a civil servant competency development program organized through social media, namely Instagram, TikTok, and YouTube, with a tentative schedule of broadcasts every two weeks. The Live Learning program uses social media as a learning medium because it is aimed at civil servant participants throughout Indonesia, which if using classical methods would require more budget and resources. In addition, the use of social media can also encourage collaboration and productive discussions to develop civil servant competencies. Therefore, this program is one strategy that can be implemented as a means of developing civil servant competencies today.

The development of ASN competencies is currently directed through the Corporate University approach as stipulated in the State Administration Agency Regulation Number 6 of 2023 concerning the Integrated Competency Development Learning System. This approach emphasizes the integration of learning with organizational needs through a flexible, collaborative, and technology-based system. In its implementation, the ASN Corporate University applies a 10:20:70 learning strategy, namely 10% formal learning through training, 20% social learning through interaction, mentoring, and feedback, and 70% experiential learning. This approach demonstrates that ASN competency development is no longer solely dependent on classical training, but rather demands learning methods that are more adaptive, easily accessible, and relevant to work needs, including through digital-based Live Learning programs.

And in 2025, the State Administration Institute (LAN) carried out organizational restructuring, namely by issuing Regulation of the State Administration Institute of

the Republic of Indonesia Number 1 of 2025 concerning the Organization and Work Procedures of the State Administration Institute. Based on this regulation, the Center for the Development of Technical and Socio-Cultural Competence of the State Civil Apparatus changed its nomenclature to the Directorate of Technical and Functional Learning. Where the Directorate of Technical and Functional Learning is one of the organizational units under the Deputy for Implementation of Capacity Development of the State Civil Apparatus which has the task of carrying out the preparation and implementation of technical policies, as well as organizing capacity building for technical and functional learning, with one of its functions being to organize the function of organizing capacity building in the field of technical and functional learning.

The Live Learning program has been held for 14 episodes, covering a variety of topics and featuring competent speakers from LAN and other institutions. Below is data from the Live Learning program via social media, from episodes 1 to 14.

Table 1. Number of Viewers of Live Learning Programs Through Social Media.

Episode	Topics	Date	Social media			Amount
			Instagram	TikTok	Youtube	
1	5 Important Things Before Departing for Germany	11/06/2024	105	n/a	n/a	105
2	GAMIFILUS (Implementation in Adult Learning)	06/25/2024	129	n/a	n/a	129
3	Use of Achievement Language in SKP	09/07/2024	279	54	n/a	333
4	All About Performance Dialogue in ASN	08/13/2024	302	914	n/a	1216
5	Performance Management Enjoy a Fun Chat About Procurement of Goods and Services	08/20/2024	215	n/a	n/a	215
6	Writing Popular Articles in Online Media	08/26/2024	208	n/a	n/a	208
7	Tricks for ASN Foreign Service	03/09/2024	233	n/a	n/a	233

8	Internalization of the Values of Ethical ASN	09/17/2024	249	103	8	360
9	Effective Tips for Managing Emotions in the Workplace	08/10/2024	287	147	26	460
10	Civil Servants Prevent Stunting by Learning About Population	10/22/2024	129	82	26	237
11	Integrated Learning, Model of Learning	11/06/2024	262	69	128	459
12	10:20:70 Sustainable Tourism: The Role of Civil Servants as Tourism Agents	05/03/2025	181	68	317	566
13	8 Effective Steps to Conducting Policy Analysis: A Practical Guide by Bardach	06/25/2025	312	n/a	300	612
14	Time Management Techniques	08/20/2025	307	51	323	681

Source: data processed by researchers, based on data from the Directorate of Technical and Functional Learning of the State Administration Institute, May 2026.

The table above shows a significant increase in viewership from episodes 1 to 14. In episode 1, there were only 105 participants, all of whom came from Instagram. However, this number increased sharply to 681 viewers in episode 14, representing a more than sixfold increase in viewership compared to the initial period (period 1). The sharpest cumulative spike occurred in episode 4, which reached 1,216 viewers, a more than tenfold increase compared to the first episode, driven by the high number of viewers on TikTok. Although participation fluctuated mid-period, it consistently strengthened from episodes 8 to 14, with YouTube contributing the largest number of viewers in period 14. This success was driven by the simultaneous use of various social media platforms, initially limited to Instagram. However, by period 14, viewership had spread widely across Instagram, TikTok, and especially YouTube, which contributed the most viewers in episode 14.

Despite showing a significant upward trend in participation, the implementation of the Live Learning program still faces several challenges that could potentially reduce its effectiveness as a means of developing civil servant competencies. Among these challenges is the tendency for program implementation to be more focused on achieving organizational performance targets, particularly in terms of meeting the number of training hours (JP). This results in the material delivered not necessarily being aligned with the actual needs of individuals or the competency requirements of their positions, potentially reducing the effectiveness of the training in supporting improved civil servant performance.

Furthermore, the timing of Live Learning sessions, which often clash with employee work hours, also poses a challenge to optimizing civil servant participation. This situation means that not all civil servants can participate in-person, especially those with heavy workloads or those performing public service functions. Despite the flexibility offered through digital platforms, time constraints still impact participants' engagement in the learning process.

Based on these conditions, there is a gap between the ideal goal of developing ASN competencies through adaptive, needs-based digital learning programs and the reality of implementing Live Learning programs, which still face challenges in terms of material relevance, consistent participant participation, implementation time, and achievement of learning objectives. Therefore, research is needed to analyze the effectiveness of the Live Learning program at the Directorate of Technical and Functional Learning of the State Administration Institute.

RESEARCH METHODS

This study uses a descriptive qualitative approach to evaluate the effectiveness of the Live Learning program as a means of developing the competencies of State Civil Apparatus (ASN) based on digital media at the Directorate of Technical and Functional Learning of the State Administration Institute. The qualitative approach was chosen because it is able to provide an in-depth, contextual, and holistic understanding of the phenomenon of fluctuations in participant participation (viewers) and the dynamics of the digital learning implementation process. The series of analyses in this study are integrated with the Context, Input, Process, Product (CIPP) evaluation framework from Stufflebeam to comprehensively measure the effectiveness of the program from the planning stage to the impact of the results. In addition, the Training Needs Analysis (TNA) approach is integrated specifically in the Context dimension to analyze the level of relevance and alignment of learning materials with the actual competency needs and the implementation of daily tasks of employees in the field.

The data in this study includes primary and secondary data. Primary data comes from key informants selected using purposive sampling techniques based on their direct involvement, strategic roles, and experience in the planning, execution, and utilization of the Live Learning program. The research subjects consisted of the Director of Technical and Functional Learning, the Head of Working Team 6, the ASN Competency Development Analyst, broadcast technical operators, resource persons, and ASN participants from various agencies. The selection of these cross-role informants aims to facilitate the need for data triangulation so that the phenomenon

under study can be understood from multiple perspectives. Meanwhile, secondary data was obtained from a review of official program implementation documents, such as statistical data on the number of viewers per episode, activity schedules, learning materials, broadcast documentation, and relevant ASN competency development regulations.

Field data collection was conducted through three main techniques: in-depth interviews, documentation studies, and literature review. The in-depth interviews were conducted semi-structured using interview guidelines developed based on the four matrix indicators of the CIPP model and the TNA approach. Questions aimed to explore aspects of motivation, theme suitability, broadcast infrastructure readiness, promotional strategies, interactions during live streaming, time constraints, and the impact of learning benefits. Documentation techniques were used to verify administrative data, participant engagement history on digital platforms (Instagram, TikTok, and YouTube), and evaluate feedback. The literature review was conducted to strengthen the theoretical foundations of organizational effectiveness, human resource management, and adult learning theory (andragogy).

The data processing and analysis techniques applied the interactive analysis model of Miles, Huberman, and Saldaña, which includes three main stages that occur cyclically and continuously: data condensation, data display, and conclusion drawing and verification. In the data condensation stage, all recordings and field notes were transcribed, classified, and categorized into the main themes of CIPP and TNA. The data presentation stage was carried out by compiling a descriptive narrative equipped with a cross-case matrix to compare findings between groups of informants. The final stage was marked by drawing conclusions whose validity was tested through a process of repeated verification of empirical data.

To ensure the validity and trustworthiness of qualitative data, this study applied credibility criteria strategies through source triangulation and technical triangulation techniques. Source triangulation was conducted by testing the consistency of information between informants, such as comparing manager claims regarding the relevance of the material with the objective perceptions felt by participants. Technical triangulation was conducted by verifying the accuracy of interview data through secondary data confirmation, such as comparing quantitative reports of viewer growth with operator statements regarding social media algorithmic performance. Through this methodological design, the study can produce valid, objective, and academically accountable conclusions.

RESEARCH RESULT

Factors Causing Fluctuations in the Number of Participants (Viewers) in Live Learning Programs

The Live Learning program organized by the Directorate of Technical and Functional Learning of the State Administration Institute (LAN) showed fluctuating participant participation dynamics from the first episode to the last episode. Based on empirical research using the CIPP (Context, Input, Process, Product) evaluation framework and Training Needs Analysis (TNA) approach, fluctuations in audience engagement figures (viewers) on social media (Instagram, TikTok, and YouTube) were not caused by a single factor, but rather were the result of a complex interaction

between the relevance of the material substance, the reputation of the resource person, dissemination/promotion strategies, the timeliness of broadcasts, and the objective conditions of the State Civil Apparatus (ASN) work environment.

The primary factor identified as significantly influencing audience interest and engagement is the relevance of the learning theme or material to the employees' daily work needs. Based on the analysis of the Context aspect and the TNA approach, material that touches on practical issues, current policy issues, or operational constraints faced by ASN in the field consistently triggers a drastic increase in participation. Conversely, learning topics that are deemed too general, purely theoretical, or only cover very specific job functions tend to record relatively low viewership. This indicates that ASN's primary motivation for participating in Live Learning is largely determined by the pragmatic value of the material offered. This condition was emphasized by Operator 1 who stated:

"When the topics discussed directly relate to real-world issues faced by civil servants in the field, such as the preparation of SKPs, performance management, or policy analysis techniques, the number of viewers and interactions in the comments section immediately spikes. Participants feel they need the material to complete their work, unlike topics that are general in nature or less relevant to daily tasks."

The lack of regularity in the regular and systematic implementation of Training Needs Analysis (TNA) also contributes to the uncertainty of the appeal of the material in each episode. The determination of themes, which often relies on incidental internal issues, the availability of resource persons, or the drive to meet program output targets, results in some episodes not fully reflecting actual needs in the field. As expressed by a Bangkom analyst:

"In general, the material provides basic knowledge, but the competency requirements for civil servants vary widely across agencies and positions. So far, the material hasn't been fully based on structured TNA mapping for all positions, so the relevance of the material for some participants has fluctuated."

The second most dominant factor influencing viewership fluctuations lies in the input aspect, namely the credibility, expertise, and communication style of the presenters. Speakers with strong academic/professional reputations, experience, or widespread recognition among civil servants (ASN) can be a major draw (pull factor) that motivates participants to spend time watching the broadcast. Furthermore, the speaker's ability to deliver material in an interactive, communicative, and relaxed manner significantly impacts audience retention, allowing them to stay on the broadcast channel until the end of the program. As expressed by Participant 3:

"One of my main considerations when watching Live Learning is who's presenting the material. If the speaker is a credible figure, an expert in their field, and their delivery is crisp and practical, I'll stick around. Even relatively heavy material can feel engaging when delivered by the right speaker."

The lack of a definitive schedule and inconsistent broadcast frequency also contribute to fluctuations in the Process aspect. Frequent changes in broadcast times, which directly conflict with active work hours, and erratic broadcast patterns (sometimes biweekly, sometimes with a month-long gap), make it difficult for prospective participants to allocate study time in a planned manner. Civil servants' work conditions, which involve a high public service burden or pressing official

agendas, automatically force them to ignore live broadcasts. Participant 1 explained this time constraint:

"The main obstacle is that broadcast times often clash with busy work hours, especially in the morning. If there's a lot of paperwork to complete at the office or a meeting, the Live Learning broadcasts are forced to serve as background music or can't be followed at all. In the end, we just rely on YouTube recordings when we have time."

Furthermore, the intensity and reach of promotional strategies prior to the event play a crucial role in building public awareness among learners. Episodes promoted well in advance through various alumni networking channels, cross-agency social media groups, and engaging visual information media have been shown to achieve significantly higher viewership than episodes promoted suddenly. Limited publication reach within work units often prevents information from reaching a wider target audience. Operator 2 expressed this link between promotion and participation:

"The timing of the promotion greatly influences the number of attendees. If posters and event information are distributed a week or two before the event through various channels and alumni networks, initial engagement is usually high. Conversely, if the promotion is done too close to the event, many civil servants won't even know about the event."

Thus, fluctuations in viewership in Live Learning programs essentially reflect the audience's situational response patterns to a combination of variables like material, resource person, time availability, and promotional effectiveness. Viewership numbers alone cannot be used as a sole indicator of the success or failure of a learning experience, given the high frequency of post-broadcast access (asynchronous learning) via YouTube recordings by participants constrained by work schedules.

Effectiveness of the Live Learning Program Implementation Process in Consistently Encouraging ASN Participation and Involvement

The effectiveness of the Live Learning program in encouraging ongoing participation and engagement among civil servants was comprehensively analyzed, comparing findings from the Context, Input, Process, and Product aspects. Overall, the program was deemed quite effective as a flexible and cost-effective alternative to social media-based digital learning, but it was not optimal in building consistency and depth of substantive participant engagement.

From a contextual perspective, the Live Learning program successfully addresses the challenges of limited budgets for traditional training and the administrative complexities of conventional webinars. Utilizing popular social media platforms like Instagram, TikTok, and YouTube offers a very high level of accessibility, as they can be accessed directly via mobile devices without class quota restrictions. This program fundamentally aligns with the ASN Corporate University (Corpu) policy, which promotes integrated and flexible learning (social learning). The Director of Technical and Functional Learning emphasized the relevance of this concept:

"Live Learning was born as an innovative, bottom-up solution to reach millions of civil servants across Indonesia without the constraints of budget efficiency and rigid bureaucracy. The use of social media moves the learning space into the hands of employees, allowing competency development to occur more flexibly and inclusively."

However, in terms of Input and Process, the effectiveness of the learning process still faces several fundamental obstacles that hinder consistent participant engagement. Technical constraints on live broadcasts, such as fluctuating internet network stability, limited recording hardware specifications, and audio quality issues (microphone jack connectors), have disrupted the smooth and comfortable flow of material delivery several times. Although the management team has established mitigation procedures through technical tests and backup broadcasts, minor technical glitches still have the potential to reduce audience retention. The Head of Task Force 6 explained this operational readiness:

"We always strive to conduct simulations and check infrastructure before the event begins. However, because this broadcast involves multiple platforms simultaneously, connection issues or overheating on broadcast equipment sometimes occur. We continue to improve our supporting infrastructure to ensure a more stable broadcast."

The learning process is also still hampered by the limited duration of interaction between the resource person and participants. Although the live comment feature on social media allows participants to ask questions directly, the relatively short time allocated for the Q&A sessions means that many substantive questions from participants are not addressed and answered. The learning process tends to be dominated by one-way communication from the resource person, thus under-exposing participants' understanding of the material. This interaction barrier was acknowledged by Resource Person 1:

"Many interesting and critical questions came in from participants in various regions in the comments section. Unfortunately, due to broadcast time limitations, we were only able to select a few of the most representative questions. This made it difficult to fully explore the discussion."

Furthermore, critical findings on the Process and Product aspects indicated a phenomenon of administrative pragmatism among some participants. Many participants accessed the broadcast near the end of the session solely to fill out attendance forms to obtain certificates or meet their Learning Hour (JP) targets, without fully engaging with the material. This orientation, which focused on physical/digital proof of attendance, triggered an imbalance between participation rates on the attendance list and active engagement in the learning process. Operator 1 highlighted this situation:

"We often find that the number of respondents completing attendance forms at the end of an event far exceeds the number of active viewers who remain on the live stream. Even when reading the reflection sheet on the attendance form, some participants provide very brief answers or answers that are not relevant to the material presented. This indicates that some participants are still focused on completing attendance forms for their certificates."

A similar view was also expressed by Participant 2 who complained about certificate-oriented behavior among fellow participants:

"The chat section is often filled with repetitive questions like 'where's the attendance link?' or 'when will the certificates be released?' These kinds of questions are quite distracting to those who are truly trying to absorb the learning material. The primary focus should be on the substance of the knowledge shared by the speakers."

From a product perspective, the Live Learning program has proven to have a positive impact in the form of broadening horizons, updating information (knowledge

updating), and practical inspiration for civil servants. The practical learning materials and tools have been proven to be immediately applicable by employees in completing daily tasks. However, the program's contribution to developing in-depth technical competencies remains limited. The absence of post-learning evaluation instruments (post-tests) or performance assessments makes it impossible to measure precisely the impact of participant performance improvements. Participant 4 concluded that the benefits of this learning product:

"This program is excellent for gaining new insights, understanding government policy directions, and gaining practical tips to make your work easier. However, for in-depth technical expertise, a short live broadcast is certainly not enough. This program is more suitable as a starting point or knowledge refresher."

The following table presents a summary of the findings of the evaluation of the Live Learning implementation process based on the synthesis of CIPP and TNA indicators:

Table 2. recapitulation of the findings of the evaluation of the Live Learning implementation process based on the synthesis of CIPP and TNA indicators

Evaluation Dimensions	Performance Indicators	Empirical Findings in the Field	Effectiveness Status
Context	Program Relevance & TNA	Responding to the need for flexible learning for ASN; however, the determination of material is not yet based on a structured periodic TNA.	Quite Effective
Input	Readiness of Human Resources, Facilities & Schedule	The resource person is highly qualified; however, promotion is not yet widespread, the schedule clashes with work hours, and broadcast facilities are limited.	Less than optimal
Process	Accessibility, Interaction & Barriers	Social media accessibility is very high; however, Q&A duration is limited, there are technical network constraints, and interactions are one-way.	Quite Effective
Product	Applicability & Impact	Increasing practical insight and insight; however, a pattern of certificate hunter tendencies has emerged and the performance impact has not been measured in depth.	Quite Effective

Source: Data processed by researchers, 2026

Overall, the research findings confirm that the effectiveness of the Live Learning program in encouraging consistent participation is still hampered by structural barriers (working hours and inconsistent schedules) and cultural barriers (certificate orientation). To transform this program into a high-impact learning tool, managers

need to improve the TNA mechanism, align broadcast times with employee work dynamics, strengthen two-way interactions, and implement more accountable understanding evaluation instruments.

DISCUSSION

The discussion of research findings on the effectiveness of the Live Learning program as a means of developing the competencies of State Civil Apparatus (ASN) is analyzed by integrating the Context, Input, Process, Product (CIPP) evaluation model from Stufflebeam and the Training Needs Analysis (TNA) approach. The combination of these two analytical frameworks allows for a review that focuses not only on the achievement of procedural aspects of implementation but also critically examines the relevance of the substance, the dynamics of participant participation, and the effectiveness of the digital learning process within the public bureaucracy ecosystem.

Context Analysis and Training Needs Analysis

Contextually, the idea of establishing a Live Learning program by the Directorate of Technical and Functional Learning of the State Administration Institute (LAN) is an innovative response to the changing paradigm of ASN management following the enactment of Law Number 20 of 2023 concerning the State Civil Apparatus and Regulation of the State Administration Institute Number 6 of 2023 concerning the Integrated Competency Development Learning System (Corporate University). This policy demands a transition from rigid, expensive, and limited capacity classical learning methods to flexible, collaborative, and inclusive digital learning methods. The use of popular social media platforms such as Instagram, TikTok, and YouTube has proven successful in breaking down geographical and bureaucratic barriers, thus opening up access to learning widely and free of charge for millions of ASN throughout Indonesia. This aligns with the basic principles of social learning and andragogy (adult learning), where digital media functions as a vehicle that facilitates independent and rapid knowledge sharing.

However, when viewed from the Training Needs Analysis (TNA) instrument, research findings indicate a strategic gap in the initial planning stage. The determination of Live Learning themes or materials has not been based on a structured, periodic TNA mechanism that accurately maps the competency gap in ASN positions. Broadcast topic selection has been driven more by incidental issues, current policy trends, the availability of resource persons, or internal management initiatives. According to human resource development theory, the absence of a comprehensive TNA risks the learning materials being out of sync with the actual work needs of participants in the field. This finding explains why participants perceived the level of relevance of the materials differently; materials that are applicable and directly related to technical job issues (such as SKP preparation or policy analysis) were highly sought after, while overly general materials were seen as merely adding insight without providing a real impact on daily work effectiveness.

Input Analysis

In terms of input, the success of the Live Learning program depends heavily on the readiness of human resources, materials, technological infrastructure, and communication strategies. The organizers were able to identify and present speakers with high qualifications, reputations, and expertise, both from within LAN and from external institutions. In the theory of digital learning effectiveness, the credibility and expertise of the presenter act as key pull factors that increase audience trust and motivation to engage with the broadcast. Speakers who master communicative and interactive public communication techniques have also been shown to increase participant retention rates on social media.

However, limitations in terms of input are evident in the timing and promotional outreach strategies. Determining broadcast schedules that often directly conflict with effective civil servant working hours (especially morning sessions) demonstrates a lack of alignment between program design and the target work environment. Furthermore, promotional strategies often involve too short a time window before the event and are limited to specific internal communication channels. In a highly dynamic social media ecosystem, minimal promotion results in information about activities failing to optimally reach the target audience. Furthermore, technical constraints on broadcast infrastructure, such as overheating recording hardware, fluctuating internet connection stability, and audio quality issues, indicate that strengthening live broadcasting facilities and infrastructure still needs to be prioritized to ensure broadcast quality meets professional digital learning standards.

Process Analysis and Viewer Fluctuation Phenomena

The process aspect of this research highlights how learning interactions occur in the field and outlines the root causes of fluctuations in viewership between episodes. The analysis shows that viewership fluctuations are a manifestation of a multi-factorial interaction that includes material relevance, speaker profiles, promotional intensity, broadcast schedules, and participants' daily workloads. Episodes that address practical topics highly relevant to civil servant work challenges and are presented by popular speakers consistently record viewership spikes of up to thousands. Conversely, viewership declines occur when the topics are deemed less relevant, promotions are too tight, or broadcast schedules coincide with high public service burdens at participating agencies.

These findings demonstrate that social media viewership cannot be the sole metric for the success of a bureaucratic education program. Viewership on live broadcasts is volatile and influenced by situational factors. The availability of asynchronous recording on YouTube facilitates follow-up learning for civil servants constrained by work hours, allowing learner engagement to continue broadly after the event concludes.

However, the Live Learning process still has weaknesses in the quality of interaction. The learning process is still dominated by one-way communication from the resource person, while the time allocated for the Q&A session is very limited. Many substantive questions from participants in the comments section cannot be fully addressed due to the limited broadcast duration. This obstacle limits critical discussion and in-depth understanding. The lack of a regular and fixed broadcast

schedule also makes it difficult for participants to develop planned learning habits, resulting in sporadic and inconsistent participant engagement.

Product Analysis and the Dynamics of ASN Learning Culture

In terms of product, the Live Learning program has proven to positively contribute to knowledge acquisition, policy insight updating, and the provision of practical tips to simplify employees' daily work. The program's flexibility has successfully narrowed the gap between policy centers and regional officials, resulting in more equitable access to competency development. For civil servants in remote areas, this program is a valuable learning tool amidst limited regional training budget allocations.

However, the effectiveness of this learning product is marred by the emergence of the "certificate collector" phenomenon among some participants. The finding that the number of attendance form fillers often far exceeds the number of active viewers who remain on the live streaming system indicates a shift in orientation from substantive learning to administrative formality. Participation of some civil servants in Live Learning is driven more by the obligation to meet the minimum target of 20 Learning Hours (JP) per year as stipulated in civil servant management regulations, rather than an intrinsic drive to improve their capacity. The dominance of questions regarding the availability of "attendance links" and "certificate issuance" in the live streaming chat column reflects the persistent culture of formalism within the public bureaucracy.

This situation is exacerbated by the absence of post-learning evaluation instruments (post-tests) or performance assessments capable of measuring the extent to which the material studied is truly understood and transformed into improved performance in the workplace (transfer of learning). Without a rigorous impact assessment mechanism, issued certificates serve only as administrative proof of attendance, not as a valid indicator of competency improvement. Therefore, Live Learning is currently only successful at the level of disseminating information and increasing general insight (awareness layer), but has not been optimal in developing in-depth and measurable technical competencies (skill mastery layer).

Strategic Implications and Recommendations for Improving Effectiveness

Based on a comprehensive synthesis of the CIPP and TNA frameworks, improving the effectiveness of future Live Learning programs requires systemic improvements encompassing the planning, implementation, and evaluation dimensions. First, in the planning aspect (Context & Input), managers must periodically integrate digital TNA instruments through job analysis-based competency needs mapping surveys before developing an annual activity calendar. The theme selection must reflect the priority needs of real employees in various regions. Furthermore, broadcast schedules need to be restructured to avoid clashing with peak public service hours, for example by utilizing post-lunch break time or a consistent routine schedule (such as a fixed fortnightly schedule).

Second, in terms of implementation (Process), organizers need to expand their promotional reach by leveraging the training alumni network and official local government agency accounts at least two weeks before the event. Broadcast quality

and the stability of the live broadcast technical infrastructure must be continuously improved to prevent technical disruptions that disrupt participant concentration. To address limited interaction, organizers can implement blended interaction methods, such as collecting pre-event questions through a registration form or providing a post-event asynchronous discussion forum channel on a Learning Management System (LMS) platform.

Third, in terms of product and evaluation (Product), to eradicate the phenomenon of pragmatic certificate hunters, the certificate issuance system must be revamped. Certificates should not be awarded automatically based solely on attendance, but rather should be required through passing a short post-test or completing a critical reflection sheet that assesses the level of understanding of the material. This step is crucial for shifting participant motivation from mere administrative formality to mastery-based learning, so that the Live Learning program can develop into a truly high-quality, sustainable capacity building tool for civil servants (ASN), directly impacting bureaucratic performance.

CONCLUSION

Based on a comprehensive analysis using the Context, Input, Process, Product (CIPP) evaluation framework integrated with the Training Needs Analysis (TNA) approach, this study concludes that the Live Learning program at the Directorate of Technical and Functional Learning of the State Administration Institute (LAN) has functioned quite effectively as an alternative breakthrough in inclusive, flexible, and efficient social media-based digital learning. However, its effectiveness in building consistent and substantive participation and involvement of State Civil Apparatus (ASN) is still not optimal.

The results of the study indicate that the phenomenon of fluctuations in the number of participants (viewers) between episodes is not caused by a single factor, but rather the result of a dynamic interaction between the level of relevance of the material substance to daily tasks, the credibility and communication style of the sources, the reach of promotional strategies, the accuracy of broadcast schedules, and the daily workload conditions of employees. High participant participation is largely driven by practical topics that address real bureaucratic performance issues and are presented by reputable experts. Conversely, fluctuations in viewership stem from the lack of a regular and structured TNA mechanism for determining themes, broadcast schedules that often directly clash with peak public service hours, and limited pre-event promotional reach. The number of live broadcast viewers alone has proven to be an insignificant indicator of learning success, given the high tendency for participants to access asynchronous learning through re-recordings on YouTube channels.

From the learning process and product perspective, the flexibility of social media (Instagram, TikTok, and YouTube) has successfully reduced bureaucratic barriers and provided tangible benefits in the form of broadening horizons, updating policy information, and providing practical tips for employees in various regions. The fundamental barriers to effectiveness lie in the dominance of one-way communication due to limited interaction duration, technical disruptions to broadcast networks/infrastructure, and the rise of the "certificate hunter" phenomenon. This

administrative pragmatism is characterized by a surge in attendance filling at the end of sessions to meet the mandatory Learning Hour (JP) target, without being followed by a substantial understanding of the material. The absence of an impact evaluation instrument (post-test) means that certificate acquisition cannot reliably measure the improvement in participant competency and performance.

As a strategic recommendation to improve the quality and effectiveness of future programs, administrators need to systematically integrate digital TNA instruments before developing activity calendars, establish consistent, routine broadcast schedules outside of peak business hours, and expand the reach of cross-agency promotions. To transform the learning culture and reduce the formalism of certificates, the certificate issuance system must transition from an attendance-based scheme to a mastery-based scheme through mandatory post-learning comprehension evaluations. With these structural and cultural improvements, the Live Learning program can be optimized into a digital learning model that is not only broad-reaching but also has a real impact on increasing the capacity and performance of the public bureaucracy.

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