



Psychoeducation about Adaptive Behaviour among Civil Servants at The National Center for Drug and Food Control (BBPOM) in Palembang

Amarisma Gusria^{1a}

¹Sriwijaya University, Palembang, Indonesia

ARTICLE INFO

Volume 12 Issue 1 (April 2026) e-ISSN 2550-1143 doi: 10.30997/gh.v12i1.21991	Corresponding Author: Amarisma Gusria amarisma@unsri.ac.id	Article history: Received: 10-24-2025 Accepted: 11-27-2025 Available online: 11-29-2025
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How to Cite:

Gusria, A. Psychoeducation about Adaptive Behaviour among Civil Servants at The National Center for Drug and Food Control (BBPOM) in Palembang. *Qardhul Hasan: Media Pengabdian Kepada Masyarakat*, 12(2), 10-24. <https://doi.org/10.30997/gh.v12i1.21991>

ABSTRACT

AKHLAK values are crucial for every ASN to implement as a source of enthusiasm and guidance for workplace behavior. The BPOM is conducting routine assessments to measure the implementation of AKHLAK among employees and to determine its impact on daily work processes. However, the results show that it needs to improve its employees' adaptive behavior relative to other values in AKHLAK. Daily behaviors indicate that some employees still have difficulty adapting to rapidly changing work systems and to constantly changing policies. Employees sometimes feel surprised, afraid, and exhausted, and experience stress from having to adapt continuously. One of the strategies used by BPOM, in collaboration with Psychology at Sriwijaya University, is to provide psychoeducation on adaptability skills. The purpose is to help participants: (1) Identify what challenges, situations, and changes are being experienced and their solutions, (2) Increase awareness and willingness of employees to implement the solution for adaptive behavior in real life, (3) Identify their stress condition and help all employees manage stress effectively with coping stress. The community service method uses psychoeducation and an experiential learning approach with 45 employees. The evaluation used a pre-post test survey and an overall assessment on a 1-5 scale. The results showed an increase in participants' knowledge of adaptive abilities, with scores rising by 20%-43%, and even participants strongly agreed that this agenda could have a significant impact on future work performance.

Keywords: adaptive behaviour, civil servant, experiential learning, meaning of work, psychoeducation.



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1. Introduction

Civil Servant, often referred to as ASN, is a profession intended for Indonesian government employees. Therefore, ASN performance plays a crucial role in improving development and providing professional public service functions (Rachman & Yunningsih, 2025). Therefore, the importance of human resource performance under this government has led the President of the Republic of Indonesia, Joko Widodo, to officially mandate that ASN implement the Core Value "AKHLAK" in 2021 (Maksin et al., 2025). These AKHLAK values are crucial for every ASN to implement as a source of enthusiasm and guidance for workplace behavior (Lidiasari, Sukmawati, & Syafitri, 2024).

All employees with the status of Civil Servants (ASN) in Indonesia are currently expected to work in accordance with the values of **AKHLAK** (Maksin, Tantri, Hidayat, & Ariyanto, 2022). The letter **A** stands for Accountable; it means employees are expected to demonstrate honesty, responsibility, and high integrity in their work. The letter **K** is for *Kompeten* (Competent), which means employees should exhibit professionalism and continuously improve their skills to provide the best public service. The letter **H** refers to Harmonious, meaning that employees should be able to create a conducive and respectful work environment. The letter **L** stands for Loyal, meaning employees should prioritize collective interests over personal interests and uphold national and public interests. The letter **A** also represents Adaptive, referring to the ability to adjust to changes and continuously innovate to achieve better performance. Finally, the letter **K** stands for *Kolaboratif* (Collaborative), meaning employees are expected to build teamwork both with colleagues and external partners to achieve common goals, particularly those related to their work.

In fact, several government agencies routinely conduct assessments by the head office at each regional branch office in different cities to measure the level of implementation of AKHLAK values among employees. From this, the implementation of AKHLAK values is not only for individuals but also influences an agency's performance. This means that ASNs are considered optimal not only in terms of what can be produced at work, but also in their emphasis on the work process. Therefore, strengthening AKHLAK values in ASN is one key to producing good workers (Shalsabila, Putra, Iriani, & Chairani, 2025).

Its and the leader's awareness, the agency recognized the importance of taking action to improve employees' adaptability skills. One strategy employed by the National Agency of Drug and Food Control (BPOM) is to hold regular training, outreach, and mentoring sessions. Therefore, this community service activity was conducted in collaboration with academics and practitioners from the Psychology Department of Sriwijaya University to provide psychoeducation on adaptability skills for employees of the National Agency of Drug and Food Control (BPOM).

The National Agency of Drug and Food Control (Badan POM) in Palembang recognizes the importance of developing adaptive abilities among its employees. Therefore, among the AKHLAK values, specific programs have been designed to



increase employees' knowledge and adaptive skills. It is expected that all civil servants will be able to demonstrate adaptive behavior in various workplace situations (Safiri, 2023). Adaptive behavior refers to an individual's ability to adjust to changes, challenges, and urgent situations in the work environment (Pulakos, et al., 2020).

Adaptive behavior plays an essential role in the workplace, as it helps employees become better prepared to face rapid changes (Ilham, 2024), increases productivity, and enhances job satisfaction. According to (Pulakos, Arad, Donovan, & Plamondon, 2000), there are eight characteristics of employees who exhibit adaptive behavior in the workplace:

- 1) The ability to solve problems creatively.
- 2) The ability to find appropriate solutions when faced with dynamic and uncertain work situations.
- 3) The ability to understand and master new assignments, technologies, and procedures.
- 4) The ability to adapt when interacting with others at work or outside the organization (interpersonal adaptability).
- 5) The ability to adjust to workplace or organizational culture.
- 6) The ability to physically adapt to the surrounding environment.
- 7) The ability to recognize and manage personal stress.
- 8) The ability to identify and respond quickly and effectively in critical or emergencies.

The importance of adaptive behavior lies in enabling employees to take appropriate, timely, and critical actions when facing changes in work methods, systems, or innovations across the workforce, including civil servants, particularly in challenging or urgent situations (Oktavian, Sriwardani, & Johan, 2022). When such work structure changes occur, individuals interpret them differently—some may respond positively, while others may perceive them as a threat. This perception often depends on individual motivation (Riyono & Indrayanti). Motivation is a driving force for behavior that can come from internal or external sources (Pratama, 2024). When individuals have motivation that helps them understand why change is necessary, accompanied by confidence in their ability to face it and find meaning in their work, they tend to feel more psychologically empowered and ready to handle organizational or industrial challenges (Sista & Utama, 2019). Conversely, employees who respond negatively to change—seeing it as complicated or inconvenient—may lack confidence in their ability to cope, reflecting low psychological empowerment regarding their work (Khumaira, 2022).

In fact, at the Food and Drug Administration Agency (BBPOM), several efforts have already been made to increase adaptability skills, such as socialization. However, in this community service, we need to pay attention to employee mental health to maximize adaptability, which is also crucial. Therefore, through this community service, researchers are providing a structured, experiential learning-based psychoeducational intervention to increase adaptive skills and agree on stress measurement tools to avoid hindering the development of employee adaptability. Therefore, the purpose of this



community service is to achieve the following objectives is to help employees develop the following abilities, such as: (1) Identify what challenges, situations and changes are being experienced and their solutions, (2) Increase awareness and willingness employee to implement the solution about adaptive behavior in a real life, (3) Identify their stress condition and help all employees can manage stress effectively with coping stress.

2. Method

This community service was carried out by the Psychology Study Program at Sriwijaya University on June 30, 2025, at the Palembang City POM office, located at Jalan Pangeran Ratu 5 Ulu, Seberang Ulu I District, Palembang City, South Sumatra, Postal Code 30254. Community service activities were aimed at approximately 45 employees of the Palembang City Food and Drug Supervisory Agency (Badan POM). The evaluation of this community service activity used a pre- and post-test survey. Furthermore, we conducted an overall assessment of the event using a Google Form with several indicators, and participants rated each indicator on a 1-5 scale. A score of 1 indicates Strongly Disagree, a score of 2 indicates Disagree, a score of 3 indicates Fair, a score of 4 indicates Agree, and a score of 5 indicates Strongly Agree.

This community service uses the psychoeducation method, an approach that involves conveying information, fostering learning, and providing psychological support to increase understanding, knowledge, and skills for solving psychological problems individually and in groups (Mulyani & Chandra, 2022). The psychoeducational activity opened with an icebreaker; the aim was to ease the initially tense atmosphere and help participants focus. The type of ice breaker used is playing by tapping the numbers. If the speaker gives the instruction "clap three," the participant's task is to clap their own hands three times. However, if the instruction is only "three" without the word "clap" in front of it, participants are not allowed to clap.

Furthermore, the speech method is used to convey structured information grounded in psychological theories and studies, drawing on the experiential learning model. In the process of delivering material using the speech method, points will be presented regarding the meaning of adaptive behavior, the benefits of adaptive behavior in the workplace, understanding the meaning of work for oneself, the characteristics of adaptive employees, how to improve adaptive behavior, mental health problems that hinder the achievement of adaptive behavior, and solutions to mental health problems. During the speech method learning process, interactive sessions are also held with psychoeducation participants to foster two-way communication and prevent boredom.

The experiential learning model is a learning process that combines what is remembered, read, heard, and seen. The most widely used type of experiential learning in the academic world is David Kolb's. The learning process will involve four stages: (1) Concrete experience (CO) activities, the purpose of which is to encourage participants to feel and experience with the help of photos, videos, stories, etc.; (2) Reflective

observation (RO), when participants relate what they have experienced and felt from previous experiences to the material presented. (3) Abstract conceptualization (AC), discussion activities to extract information from concrete experience, and reflective observation activities. (4) Active experimentation (AE) allows the audience to use the theories or concepts obtained to make decisions in solving problems (Rahmadini & Septiana, 2023). Therefore, in this activity, each stage of experiential learning is also carried out.

Implementation of concrete experience by displaying the triangle of the meaning of work in Figure 1. The meaning of work includes three aspects: working as a job to fulfill needs (job), working as a career to achieve a specific position (career), and working as a calling to have an optimal impact on the surrounding environment (calling).

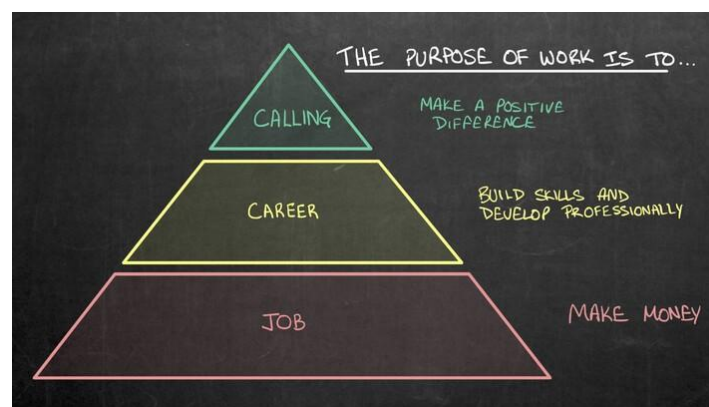


Figure 1 Triangle of the meaning of work


Then, participants were given 5 minutes to evaluate for themselves which stage each employee was at regarding the meaning of work. If they already know and identify them, participants are asked to write their answers on the prepared sticky notes. Next, conduct reflective observation by dividing participants into five groups of 6 each. One group is given one empty cardboard and one marker pen. Then, each group was asked to identify the changes, challenges, and obstacles they had experienced or were still facing. This activity aims to make each member aware of the changes, challenges, and obstacles they are facing.


The participants also engaged in abstract conceptualization (thinking). One by one, the groups would present the contents of the cardboard that had been written on. The participants were followed by other groups, taking turns speaking and adding changes, challenges, and obstacles that other groups had not conveyed. Finally, all groups must express their opinions on whether they all agree on the changes, challenges, and obstacles presented by each group. Meanwhile, the Active experimentation session is conducted by distributing action cards, as shown in Figure 2, to all participants, who must fill them in individually.

2. Kartu Rencana Aksi Pribadi – Langkah Kecilku yang Adaptif
 Judul: Satu Langkah Adaptif untuk Diriku Sendiri

Nama (Opsional): _____

Tanggal: _____

 **Komitmen kecil saya untuk mulai menjadi pribadi lebih adaptif:**
 Saya akan mencoba...

 **Kenapa ini penting buat saya:**


 **Kalimat penyemangat untuk diri saya sendiri:**
 Misalnya: "Saya berhak berkembang", "Saya mampu berubah"

Figure 2 Action card

This community service activity concluded with a self-assessment to gauge each employee's stress level. The aim is for employees to recognize their psychological state and, if needed, determine appropriate stress-coping strategies. Apart from that, it can serve as a reference for agencies looking to prioritize employees' psychological well-being. Stress levels are measured using the Lovibond Stress Scale. Systematic self-assessment is carried out by providing a stress level-measuring instrument on a printed sheet, as shown in Table 1. Participants fill in the form according to their individual circumstances, and the final stress level classification score is calculated using Table 2.

Table 1 Stress scale

No	Item	0	1	2	3
1	Easy to get angry with little things.				
2	Overreact in some situation.				
3	Difficulty to get relax.				
4	Easy to get annoyed.				
5	Feel like you are spending a lot energy because of an anxiety.				
6	Feeling impatient every time about something happen, like waiting elevator, traffic lights or having to wait.				
7	Feeling a bit sensitive and irritable.				
8	Difficult to take a rest.				
9	Feel easily angry and irritated.				
10	Difficult to calm down after experience something that upset me.				
11	Difficult to tolerate interruptions while doing something.				
12	Feeling nervous constantly.				
13	Impatient with anything that delays, in competing job or activit.				
14	Easy to feel agitated.				

Table 2 Stress level classification

Stress Classification	
Normal	0 - 14
Light	15 - 18
Currently	19 - 25
Critical	26 - 33
Very Severe	> 34

3. Result and Discussion

3.1. Result

The results of the community service implementation using psychoeducational methods showed an increase in participants' understanding regarding the adaptive behavior of ASN. This was obtained from the pre-test and post-test results conducted during the activity, which involved active interaction. The results obtained from 45 participants are listed in Table 3. In fact, all materials are related to participants' increased knowledge. The increase included the meaning of adaptive behavior (25%), the benefits of adaptive behavior in the workplace (10%), understanding the meaning of work for oneself (43%), the characteristics of adaptive employees (25%), how to improve adaptive behavior (24%), mental health problems that hinder the achievement of adaptive behavior (40%), and solutions to mental health problems (20%). As seen in Figure 2, the most significant increase in knowledge occurred in understanding the meaning of work for oneself.

Table 3 Percentage of participant's understanding in the pre-test dan post test

Topic	Pre-test (%)	Post-test (%)	Improvement (%)
The meaning of adaptive behavior	75%	100%	25%
The benefits of adaptive behavior in the workplace	90%	100%	10%
Understanding the meaning of work for oneself	40%	83%	43%
The characteristics of adaptive employees	65%	90%	25%
How to improve adaptive behavior	66%	90%	24%
Mental health problems that hinder the achievement of adaptive behavior	50%	90%	40%
Solutions to mental health problems	65%	85%	20%

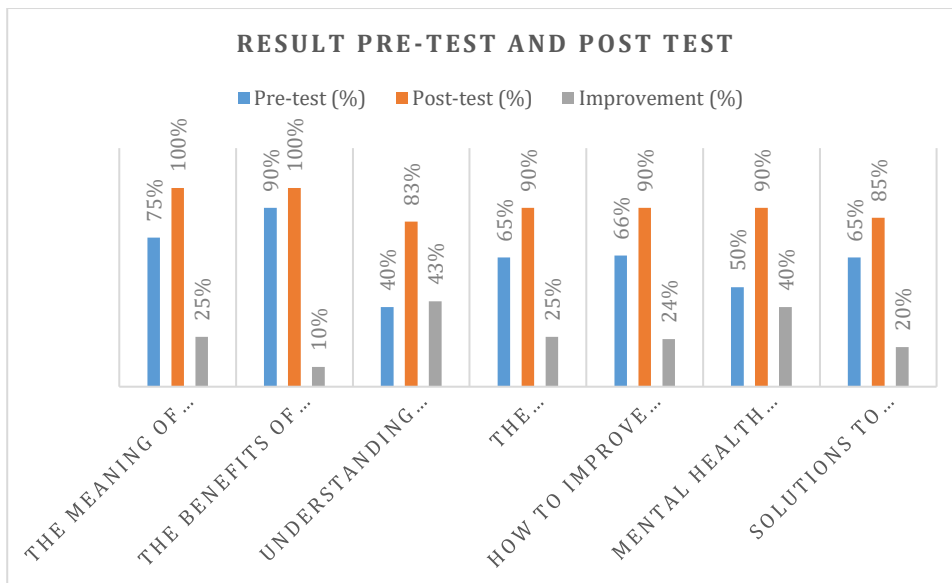


Figure 3 Result pre-test and post-test

Not only did pre-test and post-test, we also did an evaluation about overall implementation of the event, which was attended by 45 participants. The results of this evaluation can be seen in Table 4.

Table 4 Overall activity evaluation

Indicator	Average Score (maximal Score = 5)
The training achieved the expected objectives	4.87
The objectives of each topic were clear and easy to follow	4.91
My knowledge increased significantly	4.82
I am able to implement the knowledge I gained	4.91
The material was delivered well and was easy to understand	4.89
The materials used were useful	4.91
The training materials were related to my job	4.89
Participant involvement and classroom interaction went well	4.93
Sufficient time was provided for questions and discussions	4.91
In your opinion, is this training important for improving employee performance?	5

Based on Table 4 below, it is found that the average overall evaluation score for each indicator is above 4, meaning that participants agree that this community service activity has a positive impact to them. This is especially beneficial for the long-term sustainability of their work. The highest score is found in the indicator "In your opinion, is this training important for improving employee performance" with a total score of 5 (strongly agree). This means that this community service activity can encourage

employees to continue improving their work performance accompanied by the implementation of adaptive behavior in the workplace.

3.2. Discussion

Based on the result of community service for employees of the Center for Food and Drug Monitoring (BBPOM) in Palembang City, we received a positive response from all participants who took part in this activity. Based on observation's data, employees looked very enthusiastic from the start until the end of the event. All participants listened carefully to the speech session as shown in Figure 3 and participated actively in the ice breaking, discussion and question and answer sessions. The strategy that used to ensure participants can maintain focus and not feel bored during the material delivery session is that position of seating is arranged in a team style formation as in Figure 4. Team style formation is a seating arrangement that divides participants into several separate groups with even members (Prihatin & Fatimah, 2023). Each group will sit in a circle and at a distance from other groups. The main purpose of this arrangement is to emphasize discussion for all group members and between groups with each other. Apart from that, the advantage is that the facilitator, speaker or coach who delivers the material can easily interact with each group or individually (Fatimah & Prihatin, 2023).

The positive results of this activity such as table 3 and table 4 were achieved due to the implementation of experiential learning - based psychoeducation. This is because if the implementation of experiential learning - based psychoeducation is carried out correctly and well, it will make participants more enthusiastic and have a higher passion for learning, help create a conducive learning atmosphere, foster a sense of enjoyment, encourage creative thinking, help participants see things from various different perspectives, foster a willingness to change, and increase self-awareness (Sholihah & Mahmudi, 2015).



Figure 3 Speech method



Figure 4 Team style formation

3.2.1. Concentrate experience (CO) of Experiential Learning

During activity sessions that use an experiential learning approach, the first stage is concrete experience (CO). There was an opportunity for participants to understand the meaning of their own work and write it down on sticky notes. The speaker asked the question "what stage is the meaning of self-work currently at?" However, the participants said that they still felt confused about how to answer when asked this question. This means that so far every employee who has taken part in this activity has not recognized the meaning of their own work. In fact, understanding the meaning of work itself is very important in supporting employees' behavior in the world of work, even to maintain commitment and behave adaptively (Sathcya, Yana, & Ilyas, 2023). The meaning of work is said to increase commitment and adaptive behavior because by understanding the meaning of work, employees will work optimally according to their function and can help the agency achieve its desired goals. Employees who understand the meaning of their work can even reach the level of calling, as shown in Figure 1, and will face difficult work challenges with enthusiasm and confidence (Mahdani, 2019). This method of finding the meaning of work, combined with the concrete experience approach, is considered quite effective. This is because the meaning of work involves self-awareness, such as philosophical reflection on the reasons and goals of work. (Dewi, 2025). Therefore, according to the results in table 3, it was found that participants' understanding of the meaning of work for themselves increased by 43%.

3.2.2. Reflective Observation (RO) of Experiential Learning

Reflective observation (RO) is carried out as in Figure 5, which is carried out by each group by writing down changes, obstacles and challenges. In this session, the entire group said that the participants filled in the cardboard by reflecting on the changes, challenges and obstacles they had faced in the last year. One by one, members of each group did the presentation about their respective experiences. As a result, each group identified what changes, challenges and obstacles they faced. As for feedback from employees regarding this activity, participants felt that they had just realized that they had gone through many work changes and urgent situations that required them to immediately act to adapt appropriately and quickly. However, there are still things that still need to be adjusted, at least with this media participants become aware and create



a readiness to change in every employee regarding what they will have to face in the world of work in the future. The results of this activity, as shown in Table 3, showed a 24% increase in knowledge regarding how to adapt to challenges, changes, or specific situations in the workplace. This is also supported by the results of the participant survey in Table 4, which shows that participant involvement and classroom interaction went well, reaching a score of 4.93. The success of implementing this reflective observation approach in improving adaptive abilities is because through reflection, each participant can understand experiences from various different perspectives and can hone their critical thinking skills. (Uppor & Skulphan, 2024). Not just an ordinary form of reflection, but this process emphasizes deep understanding, analytical skills development and knowledge gap identification (Uppor & Skulphan, 2024).



Figure 5 Implementation *reflective observation*

3.2.3. Abstract conceptualization (AC) of Experiential Learning

Abstract conceptualization (AC) activities are carried out as in Figure 6, where there is a discussion session between participants. Each group can provide their own perspective regarding the changes, challenges and obstacles they are facing. Through this activity, it can help companies identify what their employees are facing and can create follow-up programs to overcome them. Apart from that, participants said that through this activity, they did not feel alone because they experienced this, therefore it is their hope that every employee can also support each other and work together to produce optimal and productive performance together. Thus, the insight gained is that the way to overcome difficulties adapting to the workplace is to overcome feelings of loneliness and fear by trying to talk to coworkers so they can collaborate. This is consistent with the results in Table 3, which show a 40% increase in mental health problems that hinder the achievement of adaptive behavior. Using the Abstract Conceptualization (AC) approach can essentially help individuals make rational and important decisions before acting (Uppor & Skulphan, 2024).



Figure 6 Implementation abstract conceptualization

3.2.3. Active Experimentation (AE) of Experiential Learning

In the Active Experimentation (AE) activity as attached in Figure 7, participants fill out the action card sheets that have been provided. As a result, employees have direction on what to do after this community service agenda is carried out. Especially controlling yourself and preparing yourself better when faced with changes, challenges and obstacles that will arise in the world of work. This is also a commitment for employees to behave in accordance with company expectations. Regarding the action cards given, the implementer does not collect the ones that have been filled in by participants, so participants may take the action cards home and can read the action cards again and again if they need help in determining what is the right action in an urgent situation. The Active Experimentation (AE) approach is considered effective in helping someone apply knowledge to real life (Lehane, 2020). This is also supported by the results of the survey conducted, it can be seen in table 4 that participants strongly agree (score = 5) regarding the important of this training for improving employee performance in a real life.



Figure 7 Implementation active experimentation

When carrying out self-assessment activities to identify employee stress levels. Participants looked enthusiastic when they were distributed assessment sheets and when filling them out. Especially when the results of the stress level scores have been returned to each individual, participants are given the opportunity to ask anything related to efforts to reduce stress (coping stress method) in as much as work and so on. Then there were also participants who expressed their gratitude for the opportunity to



be helped in identifying their stress levels because on average all employees had never tested their stress levels. Through this assessment, employees become more aware of whether the symptoms that appear within them fall into the stress category or not. These results are also in accordance with table 3 which shows an increase in participants' knowledge regarding solutions to mental health problems sebesar 20%.

If someone knows their own stress level and stress coping strategies, it will make the individual more prepared to face stressful or challenging situations. (Basariah, Zumralita, & Aryani, 2023). As we know, stress isn't easy to avoid when someone enters the workforce. The problems faced aren't just technical, but also involve emotional and psychological factors. (Honkley, 2024). Therefore, knowing the level of stress and honing the stress coping skills of participants also actually describes the level of their adaptive abilities. (Zhao & Yu, 2023). The research conducted shows that employees who have good stress coping skills, such as the ability to face problems and manage emotions, will be able to adapt and tend to be more resilient in the workplace. (Zhao & Yu, 2023). On the other hand, if an employee has good adaptability, it will also make a person have a low stress level. (Sumarmi, 2023).

4. Conclusion

The psychoeducational activities carried out were proven to have a positive impact on all participants in increasing knowledge, awareness of their own conditions in the work environment and readiness to improve certain skills in facing changes, challenges and obstacles in the world of work. In order to maintain the sustainability of this community service, it is recommended that companies continue to facilitate other psychoeducation programs that can help employees recognize themselves, especially those related to psychological well-being because this is very important in the sustainability of employee performance in the world of work. If possible, it would be a good idea for the agency to regularly check the mental condition of employees using stress scale that already shown on this journal, follow the step and provide a platform for employees to receive emotional support according to their needs.

Acknowledgments

I would like to express my deepest thanks to the Agency for Drug and Food Control (Badan POM) in Palembang for providing the opportunity to carry out this psychoeducation. Hopefully this activity can provide maximum benefits and can help all employees to gain work comfort, work peace and psychological well-being. I also don't forget to thank all the employees who participated in this activity for showing a positive response, I hope we can meet again with another impactful agenda.



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