



JOURNAL

EVALUATION OF THE “LIFE AT ASDP” PROGRAM USING THE CIPP MODEL (CONTEXT, INPUT, PROCESS, PRODUCT) AT PT ASDP INDONESIA FERRY (PERSERO)

Sasha Oktavia Melani¹, Roni Faslah², Ria Rahma Nida³

oktaviashasha@gmail.com

Faculty of Economy and Business, Universitas Negeri Jakarta, Indonesia

Abstract:

Amid rapid digital transformation, social media has become a new space for companies to build closeness with their employees, one example being an internal communication program such as “Life at ASDP.” This study evaluates the program at PT ASDP Indonesia Ferry (Persero) using the CIPP Model (Context, Input, Process, Product), covering the program’s alignment with organizational needs, resource readiness, implementation consistency, and its impact on employee work engagement. A descriptive-evaluative qualitative case study approach was applied. Data were collected through in-depth interviews, non-participant observation, and documentation involving five purposively selected informants, then analyzed through data reduction, data display, conclusion drawing, and source triangulation. The findings show that the program was established to meet a genuine organizational need for inclusive internal communication, although its socialization has not yet reached all employees evenly. The management team’s competence and content-production facilities are adequate, but human resource capacity remains limited and no formal mechanism exists for employees to propose content. Implementation consistency is also low due to the absence of a standardized schedule and divisional rotation, so the benefits of increased motivation, pride, and emotional attachment are felt only by actively engaged employees. The study concludes that the “Life at ASDP” program is contextually relevant and provides real benefits for actively engaged employees, but still requires strengthened socialization, management capacity, and participation mechanisms so its benefits can be felt evenly by all employees

Keywords: *CIPP Model, program evaluation, internal communication, work engagement, social media*

BACKGROUND

Amid intensifying global competition and rapid change in the workplace, organizations can no longer rely solely on business targets; they must also sustain and develop the quality of their human resources, which represent a strategic asset for operational success, innovation, and organizational goal achievement (Kurniawan, 2023). Well-managed internal programs help organizations enrich the employee experience, strengthen interpersonal relationships, and reinforce corporate identity and culture (Firdausy et al., 2025), and such programs are increasingly critical for state-owned enterprises (BUMN) that face complex challenges such as regulatory change, service development, and ongoing digitalization (Majid Kobat et al., 2024; Tuw.co.id., 2024).

PT ASDP Indonesia Ferry (Persero), a national ferry-crossing company in the maritime transportation sector, has responded to these demands by developing “Life at ASDP,” a social-media-based internal program officially launched in July 2024 and managed through the Instagram account @lifeatasdp. The program provides a digital space where employees share stories, division activities, and personal experiences that reflect the company's values and culture in a lighter, more creative, and authentic format, functioning as an employee-relations channel that builds emotional closeness and a sense of belonging among staff (Employee Relations ASDP, 2024).



Despite this design, participatory observation by the researcher indicated that not all employees understood, recognized, or actively participated in the program, echoing prior findings that internal engagement programs often fail to reach employees evenly even when they succeed in raising motivation (Ramadhani & Soenarto, 2023), and that limited technological support and employee psychological well-being remain constraints specifically at PT ASDP Indonesia Ferry (Muhammad Ray Gildan et al., 2025). To verify this impression empirically, the researcher distributed an online pre-research questionnaire to 30 employees. The results showed that 100% of respondents were aware of the program (86.7% “very aware,” 13.3% “aware”), yet only 50% reported having been involved in its content or activities more than once, 13.3% only once, 26.7% never despite being interested, and 10% neither involved nor interested. Paradoxically, 76.7% rated the program as having a strong impact on morale and engagement and 23.3% rated it as impactful, with no respondent rating it as having little or no impact.

This pattern reveals a perception gap: a positive perception of a program is not necessarily built on direct participatory experience, but may instead be shaped by organizational communication, general awareness, or a passively received program image (Stufflebeam & Zhang, 2017; Tkalac Verčič et al., 2023). A program that is well known and positively perceived, yet unevenly experienced, cannot be assumed to be functioning as intended without systematic evaluation. This study therefore applies the CIPP (Context, Input, Process, Product) model developed by Stufflebeam (2003) because it evaluates a program comprehensively, from the alignment of program goals with organizational and employee needs (context), the readiness of supporting resources (input), the consistency and quality of implementation (process), to the outcomes actually experienced by employees (product), rather than assessing only end results (Setyawan, 2023). Applying CIPP to a social-media-based internal program in an Indonesian BUMN remains uncommon, giving this study both academic and practical novelty.

Based on this background, the study is guided by four research questions and corresponding objectives: to evaluate (1) the Context of “Life at ASDP” in relation to organizational and employee needs, (2) the Input of the program in terms of supporting-resource readiness, (3) the Process of the program in terms of implementation consistency, and (4) the Product of the program in terms of its outcomes, all at PT ASDP Indonesia Ferry (Persero).

THEORETICAL FRAMEWORK

CIPP Evaluation Model

The CIPP model, first introduced by Daniel L. Stufflebeam in the late 1960s and refined over subsequent decades, is a decision-oriented evaluation approach intended to help administrators make sound decisions based on valid data (Stufflebeam & Zhang, 2017). It comprises four interrelated components: Context evaluation, which supports planning decisions by identifying needs and clarifying program goals; Input evaluation, which supports structuring decisions concerning resources, strategies, and procedures; Process evaluation, which supports implementation decisions by monitoring how a program is carried out; and Product evaluation, which supports recycling decisions by assessing the benefits and impacts produced (Rama et al., 2023). The model has been successfully applied across education, health, government, and human-resource-management contexts, functioning as both a formative tool for ongoing improvement and a summative tool for final judgment (Fetra Nurhikmah & Suwadi Suwadi, 2024; Sulkifli et al., 2024).

CIPP was selected over alternative models such as Kirkpatrick's four-level model and Tyler's objective based approach because it is decision oriented rather than solely outcome-oriented, includes an input component that specifically allows evaluators to assess resource and human-resource readiness, is able to identify gaps between planning and implementation, and has proven effective as a basis for continuous program improvement (Ambiyar Ambiyar & Zetri Rahmat, 2025; Suri & Hariyati, 2024). These features make it particularly suited to evaluating a program such as “Life at ASDP,” whose



success depends not only on its existence but on recognition, accessibility, participation, and tangible benefit.

Human Resource Readiness

Within the input component, human resource (HR) readiness is treated as a critical determinant of program success. HR readiness is the condition in which individuals and the organization possess adequate capacity, competence, motivation, and support to implement a program effectively (Larasshati & Priyastiwi, 2024), encompassing competency readiness, motivational readiness, and organizational-support readiness such as facilities, budget, and systems (Herlissha et al., 2024). Effective human resource management is a strategic organizational function that builds a positive work culture and supports productivity (Dessler, 2020; Pahira & Rinaldy, 2023), and well-being-oriented HR practices in particular have been shown to raise work engagement and reduce burnout, indicating that readiness is not merely technical but also psychological (Diep & Horváthová, 2026).

Internal Communication and Social Media

Internal communication is the exchange of information, ideas, and thought among organizational members, moving both vertically and horizontally between management and employees (Effendy, 2019; as cited in Fitriana & Mauli Siagian, 2020), and satisfaction with internal communication has been shown to positively influence employee engagement, both directly and through the mediating effects of employer attractiveness and perceived organizational support (Tkalac Verčič et al., 2023). Effective internal communication must function as a two-way process that produces feedback so employee opinions can be heard and acted upon (Sugianto Sugianto et al., 2025). Social media, in this context, enables faster, more accessible, and interactive information exchange and supports two-way dialogue that strengthens employee engagement rather than serving merely as a publication channel (Men et al., 2023). “Life at ASDP” exemplifies this shift, presenting company activities and values in an informal, relatable format intended to build emotional bonds and solidarity that formal channels cannot achieve on their own (Ewing et al., 2019; Zulfikar et al., 2023).

METHOD

This study employed a qualitative descriptive-evaluative approach using an evaluative case study design, treating “Life at ASDP” as a bounded system that is the primary unit of analysis (Creswell & Poth, 2018). The descriptive-evaluative approach was chosen because it allows the researcher to portray the program as it naturally occurs while simultaneously assessing its effectiveness, quality, and impact against the four CIPP components (Sugiyono, 2022).

The research was conducted at the head office of PT ASDP Indonesia Ferry (Persero) in Central Jakarta over the period of November 2025 to April 2026. Primary data were obtained through in-depth interviews with five purposively selected informants, chosen not by minimum sample size but according to the principle of data saturation (Braun & Clarke, 2022; Waruwu, 2023). The five informants (coded A–E) represent complementary perspectives: Participant A, an Industrial Relations & Employee Relations manager with managerial authority over the program; Participant B, the program's person-in-charge with direct operational responsibility; Participants C and D, active employees who have contributed to and benefited from program content; and Participant E, an employee who has never participated in or directly experienced the program's benefits. This composition was designed to triangulate perspectives from the policy, operational, and beneficiary levels.

Data were collected through three combined techniques: in-depth interviews guided by an instrument built around the four CIPP components; non-participant observation of the @lifeatasdp



Instagram account and related internal-communication activity; and documentation, including the company profile, program implementation guidelines, and Instagram account statistics, obtained under official research permission (Approval Letter No. UM.008/08127/XII/ASDP-2025). Data validity was ensured through three forms of triangulation technique, source, and time to confirm the consistency of findings across interviews, observation, and documentation (Mekarisce, 2020; Moleong, 2021; Sugiyono, 2022).

Data were analyzed using the Miles and Huberman interactive model, comprising data collection, data reduction, data display, and conclusion drawing/verification (Helaluddin & Wijaya, 2019). Interview transcripts, field notes, and documentary evidence were reduced and grouped according to the four CIPP components, presented as descriptive narratives, and interpreted iteratively until conclusions could be verified against the full body of evidence.

RESULT

Context

Observation and interviews confirmed that “Life at ASDP” was designed as a digital interaction space for employees to share work activities and personal experiences reflecting the company's values and culture. Participant A affirmed the program's relevance in reaching all layers of employees at low cost without requiring physical presence; Participant B linked it to the digitalization of internal communication and to filling information gaps that had not previously been distributed evenly; Participants C and D valued the program's accessibility and the equal opportunity it gives every division to be recognized; while Participant E, though acknowledging the program's general relevance, had not personally felt its benefit because socialization had not reached him. Overall, the program's goals correspond to a genuine organizational need for a more inclusive, digital, and personal communication channel, although socialization of its purpose has not yet reached every layer of employees evenly.

Input

Participants A through D agreed that the managing team's facilities, equipment, and design competence are adequate and that content is produced internally within an efficient budget. However, Participant B and Participant C both noted that the small number of dedicated personnel makes content production inconsistent, especially when core job duties intensify, while Participant D observed the absence of a structured rotation mechanism to ensure every division gets an equal turn. Participant E was unaware of the resources involved, having never been directly engaged. Two structural constraints emerged consistently: there is no formal mechanism for employees to volunteer or propose content from their own division, and not every employee maintains an active Instagram account, which limits the program's practical reach.

Process

Although a content plan exists, Participants A, B, and C confirmed that upload schedules are frequently disrupted because content production from planning and briefing to shooting, editing, and posting competes with the team's primary job responsibilities, resulting in periods without new content. Participant D nonetheless rated the visual quality and relevance of the content that is produced as strong. Regarding participation, Participants A and B explained that involvement still depends heavily on individual willingness and comfort appearing on social media, Participant C involvement arose from personal closeness to the managing team rather than any formal channel, and Participant E confirmed



having received no information or invitation regarding how to take part. No formal rotation system, content-proposal procedure, or monitoring mechanism currently exists.

Product

Participants A through D reported a genuine positive impact on morale: employees featured in program content described increased motivation, enthusiasm, and pride at being recognized by the organization and their peers, with Participant A observing that some employees felt more eager to come to work as a result. Participants A, B, C, and D also described a deepening of work engagement, including growing pride in the organization and, for some, spontaneous informal advocacy for the company, while Participant E observed similar enthusiasm in colleagues who had participated. Cross divisional benefits included greater awareness of other divisions' activities, more natural cross-divisional interaction, a warmer working atmosphere, and new collaborative networks. However, Participants A, B, C, and D acknowledged that these benefits have not reached employees outside the head office or in divisions that have never had the opportunity to be featured, and Participant E's own experience a long-tenured head-office employee who has still never been reached by the program illustrates that the benefit gap persists even within the same location.

DISCUSSION

Context and Input

The Context findings confirm that "Life at ASDP" was born from a genuine organizational need and is well aligned with employees' expectations for a more informal, digital communication channel, consistent with evidence that internally recognized social-media programs have strong organic potential to raise engagement (Ewing et al., 2019; Tkalac Verčič et al., 2023). Yet uneven socialization at the context stage foreshadows the participation gaps observed later, since employees who are never reached by the program's introduction have little basis to become motivated to join it. At the Input level, the coexistence of adequate technical readiness with insufficient personnel capacity supports the view that HR readiness is not purely a technical matter but also a matter of workload balance (Herlissha et al., 2024; Larasshati & Priyastiwi, 2024); a managing team carrying both core duties and program responsibilities risks the kind of double burden that undermines consistency (Diep & Horváthová, 2026).

Process and Product

The Process findings reinforce this interpretation: inconsistent uploads stem from capacity constraints rather than any deficit in the team's technical or creative competence, and the absence of a formal, monitored participation mechanism matches prior findings that programs lacking structured procedures tend to develop a widening gap between plan and implementation (Alanshori et al., 2025; Noor et al., 2024). The Product findings confirm that, for employees who are reached, the program functions much as internal communication theory predicts: recognition through informal, personal content raises perceived organizational support, which in turn strengthens morale, pride, and emotional engagement (Tkalac Verčič et al., 2023), while cross-divisional interaction contributes to both social cohesion and organizational productivity (Tambunan & Pandiangan, 2024). The unresolved issue is distribution: the same evaluative logic that identifies the program's strengths at the context, input, and process stages also explains why its benefits remain concentrated among a subset of employees rather than the whole organization (Utami et al., 2025).



Theoretical and Practical Implications

Theoretically, this study extends the CIPP model's application beyond its traditional home in education and training toward employee-relations and internal-communication programs in a large, geographically dispersed state-owned enterprise, and it offers Indonesian empirical evidence for the pathway from internal-communication satisfaction to engagement via perceived organizational support (Tkalac Verčič et al., 2023). Practically, the findings imply that PT ASDP Indonesia Ferry (Persero) needs to strengthen four areas in tandem: more proactive and structured socialization beyond organic Instagram exposure; expanded managing-team capacity, potentially through a divisional-contributor system; a transparent and equitable participation mechanism, including scheduled division rotation and an open content-proposal procedure; and periodic monitoring, at least semi-annually, that tracks both digital metrics and employee level engagement outcomes.

CONCLUSION

This study evaluated the “Life at ASDP” internal communication program at PT ASDP Indonesia Ferry (Persero) using the CIPP model. The Context of the program is well aligned with a genuine organizational need for an inclusive, personal, digital communication channel, though socialization of its purpose has not yet reached all employees evenly. The Input shows adequate technical facilities and team competence but insufficient managing-team capacity and the absence of a formal mechanism for employees to propose content or volunteer. The Process is marked by inconsistent implementation timing, driven by capacity constraints rather than competence, and by an informal, unstandardized participation mechanism. The Product demonstrates a real positive impact on morale, pride, and work engagement among employees who are reached, alongside stronger cross-divisional interaction and collaboration, but these benefits are not yet distributed evenly across the workforce.

The program is therefore conceptually well designed but requires strengthened implementation to realize its full potential: broader and more proactive socialization, expanded and better-supported managing-team capacity, a structured and transparent participation mechanism, and regular monitoring and evaluation. Future research is recommended to extend participation beyond head-office employees to regional and operational staff, to combine qualitative findings with standardized quantitative measures of work engagement, and to observe the program over a longer period to capture its longitudinal development.

BIBLIOGRAPHY

- Alanshori, M. Z., Maulidi, A., Zahidi, S., Kusaeri, K., & Suparto, S. (2025). The Application of the CIPP Evaluation Model in Educational Programs in Indonesia. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 7(2), 103–122. <https://doi.org/10.37680/scaffolding.v7i2.7390>
- Ambiyar Ambiyar, & Zetri Rahmat. (2025). Model Evaluasi CIPP dalam Program Sekolah: Systematic Literature Review. *Jurnal Kajian Ilmu Pendidikan (JKIP)*, 5(4), 911–919. <https://doi.org/https://doi.org/10.55583/jkip.v5i4.1170>
- Braun, Virginia., & Clarke, Victoria. (2022). *Thematic analysis : a practical guide*. SAGE.
- Creswell, J. W. , & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage Publications. https://digilib.bakrie.ac.id/index.php?p=show_detail&id=4832
- Dessler, G. (2020). *Human Resource Management (16th ed.)*.
- Diep, T. P. T., & Horváthová, P. (2026). Human resource management, employee well-being, and performance: A systematic review. *Human Systems Management*, 45(1), 89–108. <https://doi.org/10.1177/01672533251355886>



- Effendy, O. U. (2019). Ilmu komunikasi: Teori dan praktik. *Remaja Rosdakarya*.
<https://repository.itebisdewantara.ac.id/3806/5/11.%20BAB%202.pdf>
- Employee Relations ASDP. (2024). *PT ASDP Indonesia Ferry (Persero)*. <https://www.asdp.id/>
- Ewing, M., Men, L. R., & O'Neil, J. (2019). Using Social Media to Engage Employees: Insights from Internal Communication Managers. *International Journal of Strategic Communication*, 13(2), 110–132. <https://doi.org/10.1080/1553118X.2019.1575830>
- Fetra Nurhikmah, & Suwadi Suwadi. (2024). Implementasi Evaluasi CIPP MI Wahid Hasyim Yogyakarta. *AL-MUSTAQBAL: Jurnal Agama Islam*, 1(3), 09–17. <https://doi.org/10.59841/al-mustaqbal.v1i3.8>
- Firdausy, R. S., Hadiapurwa, A., & Wulandari, Y. (2025). Evaluasi Sumber Daya Manusia (SDM) serta Implikasinya Terhadap Kualitas Layanan di Perpustakaan SMKN 2 Bandung. *Inkunabula: Journal of Library Science and Islamic Information*, 4(2), 83–89. <https://doi.org/10.24239/inkunabula.v4i2.3952>
- Fitriana, & Mauli Siagian. (2020). Pengaruh Disiplin Dan Motivasi Kerja Terhadap Kinerja Karyawan Pt. Mitra Hosindo Sejahtera. *Jurnal Ilmiah Kohesi*, 4(3), 210–217. <https://kohesi.sciencemakarioz.org/index.php/JIK/article/view/168/174%0A>
- Helaluddin, & Wijaya, H. (2019). Analisis Data Kualitatif. *Sebuah Tinjauan Teori & Praktik*.
- Herlissha, N., Fitri, T., Oktariani, D., & Noviyanti, I. (2024). Transformasi Digital dalam Praktik Manajemen Sumber Daya Manusia Pada Perusahaan. *Cakrawala: Jurnal Ekonomi, Manajemen Dan Bisnis*, 1(4), 2394–2399. <https://doi.org/https://doi.org/10.70451/cakrawala.v1i4.484>
- Kurniawan, B. (2023). *Manajemen Sumber Daya Manusia Penerbit PT Kimshafi Alung Cipta* (S. Pd., M. Pd. Dr. Fitri Rezeki, Ed.). <https://doi.org/HakCipta2022@PTKimshafiAlungCiptadanPenulis>
- Larasshati, K., & Priyastiw, P. (2024). PENGARUH KOMPETENSI DIGITAL TERHADAP KINERJA KARYAWAN. *Jurnal Riset Akuntansi Dan Bisnis Indonesia*, 4(2). <https://doi.org/10.32477/jrabi.v4i2.1026>
- Majid Kobat, H., Sri Lestari, E., & Koerniawati, T. (2024). Pengelolaan Sumber Daya Manusia Pada Perpustakaan Universitas Islam Negeri Salatiga. *Pustaka : Jurnal Ilmu-Ilmu Budaya*, 24(2), 138. <https://doi.org/10.24843/PJIIB.2024.v24.i02.p04>
- Mekarisce, A. A. (2020). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat. *JURNAL ILMIAH KESEHATAN MASYARAKAT: Media Komunikasi Komunitas Kesehatan Masyarakat*, 12(3), 145–151. <https://doi.org/10.52022/jikm.v12i3.102>
- Men, L. R., O'Neil, J., & Ewing, M. (2023). From the Employee Perspective: Organizations' Administration of Internal Social Media and the Relationship between Social Media Engagement and Relationship Cultivation. *International Journal of Business Communication*, 60(2), 375–402. <https://doi.org/10.1177/2329488420949968>
- Moleong, L. J. . (2021). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.
- Muhammad Ray Gildan, Marsofiyati Marsofiyati, & Ervina Maulida. (2025). Analisis Lingkungan Kerja Internal pada PT ASDP Indonesia Ferry. *Jurnal Ilmiah Manajemen Dan Kewirausahaan*, 4(3), 89–102. <https://doi.org/10.55606/jimak.v4i3.4705>
- Noor, N., Suherman, S., & Ganiadi, M. (2024). Ketercapaian Program Pelatihan Tata Boga Melalui Implementasi Evaluasi Model CIPP (Context, Input, Process, Product) di LPK Hesar Kota Cilegon. *Jurnal Ilmiah Profesi Pendidikan*, 9(2), 671–678. <https://doi.org/10.29303/jipp.v9i2.2139>



- Pahira, S. H., & Rinaldy, R. (2023). Pentingnya Manajemen Sumber Daya Manusia (MSDM) Dalam Meningkatkan Kinerja Organisasi. *COMSERVA : Jurnal Penelitian Dan Pengabdian Masyarakat*, 3(02), 810–817. <https://doi.org/10.59141/comserva.v3i03.882>
- Rama, A., Ambiyar, A., Rizal, F., Jalinus, N., Waskito, W., & Wulansari, R. E. (2023). Konsep model evaluasi context, input, process dan product (CIPP) di sekolah menengah kejuruan. *JRTI (Jurnal Riset Tindakan Indonesia)*, 8(1), 82–86. <https://doi.org/10.29210/30032976000>
- Ramadhani, S., & Soenarto, I. (2023). PENERAPAN PROGRAM EMPLOYEE ENGAGEMENT UNTUK MENINGKATKAN MOTIVASI KERJA KARYAWAN PADA PT ABC. *Jurnal Administrasi Bisnis Terapan*, 5(2). <https://doi.org/10.7454/jabt.v5i2.1080>
- Setyawan, R. (2023). *EVALUASI PROGRAM EMPLOYEE ENGAGEMENT DI SALAH SATU PERUSAHAAN PERALATAN MEDIS (MEDICAL DEVICES)*. <http://repository.unj.ac.id/36875/1/COVER.pdf>
- Stufflebeam, D. L. (2003). The CIPP Model for Evaluation. In *International Handbook of Educational Evaluation* (pp. 31–62). Springer Netherlands. https://doi.org/10.1007/978-94-010-0309-4_4
- Stufflebeam, D. L., & Zhang, G. X. (2017). *The CIPP model for evaluation*. <https://books.google.co.id/books?id=Y1LgDQAAQBAJ&lpg=PR4&hl=id&pg=PP1#v=onepage&q&f=false>
- Sugianto Sugianto, Ade Sunandar, Ecin Wijaya, Robertus Sumarsono, & Pupung Purnamasari. (2025). Penerapan Program Strategi Employee Engagement Untuk Meningkatkan Motivasi Kerja Karyawan Universitas XZX. *Jurnal Tadbir Peradaban*, 5(1). <https://doi.org/https://doi.org/10.55182/jtp.v5i1.532>
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. https://digilib.stekom.ac.id/assets/dokumen/ebook/feb_35efe6a47227d6031a75569c2f3f39d44fe2db43_1652079047.pdf
- Sulkifli, Nade, E., Silfiah Khumairah, E., & Riska. (2024). Pendekatan CIPP dalam Evaluasi Program Pendidikan: Tinjauan Literatur pada Program Pendidikan di Indonesia. *JMPI: Jurnal Manajemen, Pendidikan Dan Pemikiran Islam*, 2(2), 136–143. <https://doi.org/10.71305/jmpi.v2i2.90>
- Suri, S., & Hariyati, N. (2024). CIPP evaluation model in the educational evaluation: A literature study. *CAHAYA PENDIDIKAN*, 10(1), 20–30. <https://doi.org/10.33373/chypend.v10i1.5950>
- Tambunan, H. N. , & Pandiangan, S. M. T. (2024). Pengaruh Kegunaan Manajemen Sumber Daya Manusia (MSDM) dalam Meningkatkan Kinerja Organisasi. *AKADEMIK: Jurnal Mahasiswa Humanis*, 4(2), 650–658. <file:///C:/Users/user/Downloads/1427-Article%20Text-3906-1-10-20250430.pdf>
- Tkalac Verčič, A., Galić, Z., & Žnidar, K. (2023). The Relationship of Internal Communication Satisfaction With Employee Engagement and Employer Attractiveness: Testing the Joint Mediating Effect of the Social Exchange Quality Indicators. *International Journal of Business Communication*, 60(4), 1313–1340. <https://doi.org/10.1177/23294884211053839>
- Tuw.co.id. (2024, March). *Pentingnya evaluasi SDM dalam menghadapi transformasi digital*. TUW Digital Business Solution. <https://tuw.co.id/>
- Utami et al. (2025). Evaluasi Manajemen Sumber Daya Manusia Berbasis Human Capital Management menggunakan Model CIPP. *BULLET: Jurnal Multidisiplin Ilmu*. <https://media.neliti.com/media/publications/592202-evaluasi-manajemen-sumber-daya-manusia-b-df3a8252.pdf>
- Waruwu, M. (2023). Pendekatan Penelitian Kualitatif: Konsep, Prosedur, Kelebihan dan Peran di Bidang Pendidikan. *Afeksi*, 4(1).



International Journal of Current Economics & Business Ventures, 6 (1) 2026, 388-399

International Journal of Current Economics & Business Ventures

<https://scholarsnetwork.org/journal/index.php/ijeb>

Zulfikar, M., Handayani, P., Nasrudin, A., Lailatul, D., & Andini, O. P. (2023). Internal Communication in Creating Performance Synergrity. *Madani Jurnal Politik Dan Sosial Kemasyarakatan*, 15(02), 285–298. <https://doi.org/10.52166/madani.v15i02.4815>