International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 06, 2020
ISSN: 1475-7192

THE DEVELOPMENT OF LONG DISTANCE GUIDELINES MODEL FOR GOVERNMENT EMPLOYEES CANDIDATES

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***ABSTRACT**--Education in Indonesia is experiencing rapid development, people who want to serve the country of Indonesia are increasing, and one indicator that can be seen is the number of registrants in the selection of candidates for civil apparatus (ASN). The number of state civil apparatus in 2018 totaled 4,351,490. Meanwhile the total population of Indonesia in 2019 was reported from 266.91 million. Seeing the number of ASNs in Indonesia, there is a large gap however, to become an ASN in Indonesia must pass a basic competency selection test that is general intelligence, a national insight test and personality characteristics test, for each opening applicants can study in tutoring. The use of long-distance models is a solution to help participants who are geographically separated in several islands in Indonesia. The method in this study is qualitative. The learning design using ADDIE and distance learning guidance models using E-Learning with the application of google classroom, web-based, youtube and google form.*

***Keywords**-- Distance Learning, E Learning, State Civil Apparatus (ASN), government Employees (PNS).*

I. INTRODUCTION

Indonesia is an archipelago or maritime Nation. This is evident from the total area of Indonesia from Sabang to Merauke which consists of islands, with ± 17,000 islands with a land area of 1,922,570 km^2 and water area of 3,257,483 km^2.

Looking at the area of Indonesia and the number of provinces available, the government is increasing the number of provinces to support administrative activities in Indonesia. In the administrative division, Indonesia consists of provinces, which are led by a governor. Each province is divided into districts and cities. At this time Indonesia has 34 Provinces. Before 2000 Indonesia had 27 provinces, but after the Reformation period, many provinces were divided into two parts which many of them have a large area enough. The division that was carried out was intended in order to obtain efficiency in the application of equitable development.

The 34 provinces that spread from Sabang to Merauke certainly have a State civil apparatus that helps each province. The State civil apparatus (ASN) refers to Law No. 5 of 2004 is a profession for Government Employees (PNS) and government officials with employment agreements that work in government agencies. State civil apparatus called as ASN employees are government employees and government official with an employment

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Received: 22 Sep 2019 | Revised: 13 Oct 2019 | Accepted: 15 Jan 2020

agreement which appointed by a staffing Coach Officer and assigned task in a government position or assigned to another State duty and is paid based on statutory regulations (Law No.5 of 2004).

The number of state civil apparatus in 2018 (according to the latest data) was 4,351,490 which spread throughout Indonesia, located from the island of Sumatra to Papua (https://www.beritasatu.com/nasional/515506-jumlah-asn-di-indonesia-4351490-orang.html). In the Central Statistics Agency (BPS) data in 2016 (Data cited in 2017), there were 4,374,349 government employees that spread both in central, provincial, district and city levels. Meanwhile, the population of Indonesia in 2019 was reported at 266.91 million. Seeing the number of Government Employees in Indonesia, there is a large gap between the community and their servants (employees).

The Center for Administrative Reform Studies of the State Administration Agency (LAN) said that "The number of civil servants is still lacking, which is only 1.6% of the total population of Indonesia" (http://wartakota.tribunnews.com/2018/11/21/indonesia-kekurangan-pns-ini-penyebabnya). From the data above, the conditions of the Government Employees in Indonesia can be said to be lacking, moreover some of them will retire, based on data obtained from the State Personnel Agency (BKN) from 2007 to 2010 there is an increasing trend, the increasing happened in the year 2008-2009 and it reached 10.80%. In 2007 there were 4.07 million Government Employees in Indonesia and it increased to 4.6 million in 2010. After 2010 there was a declining trend, until 2016 there were only 4.37 million civil servants in Indonesia. After 2010 there was a declining trend, until 2016 there were only 4.37 million civil servants in Indonesia. Meanwhile the Minister of Administrative Reform and Bureaucratic Reform (kemenPAN-RB) projects that during 2016-2020 the number of Government Employees who retire (because entering the retirement age limit) will be 752,271. The details are as follows; there were 122,515 people retired in 2016, 132,815 people in 2017, in 2018 there were 156,349 people, then in 2019 recorded 156,050 people, and in 2020 would reach 184,542 people. This is due to the large number of retirement ages (between 58-60 years) until 2020.

With the large number of retired employees, the logical consequences are needed new Government Employees. To get the new Government Employees, so the government held a test. According to the regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia number 36 of 2018 concerning the criteria for determining the needs of Government Employees and the selection of prospective Government Employees in 2018 then there are tests that must be passed, administrative tests, basic competency tests (basic competencies are abilities and characteristics in a person in the form of knowledge, skills, and behavior that characterize a Government Employee of the Republic of Indonesia), field competency test (field competency is the ability and characteristics in a person in the form of knowledge, skills and behavior needed in the implementation of the duties of his position so that individuals are able to display high performance in a particular position), and the test selection method used is the Computer Assisted Test (CAT).

II. THEORETICAL FOUNDATION

The system is divided into two, namely systems concepts and systems approaches. In the instructional process used is a systems approach. This system approach helps in research development because the components in research can be described in research.

In the research, development has three stages that are usually carried out by developers, namely the development of the concept of a model (conceptual development of models), product development (product and tools development) and field testing (field tests).

Concept is abstract ideas that represent the basic characteristics of what is explained. According to Rusdi (2018) the concept as a mental representation that describes what is in someone's mind (mental object). (Gustafson, 2002) added that "Models help us conceptualize representations of reality. A model is a simple representation of more complex forms, processes and functions of physical phenomena or ideas. Models, of necessity, simplify reality because often relaity is to complex to portray. Since much of thae complexity is unique to specific situations, models help by identifying what is generic and applicable across multiple contexts".meanwhile Richey, Rita C., Klein, James D., Tracey, Monica in Suparman (2014) stated that models present reality by displaying structures and actions to express ideals and views of reality. "Models implies are a representation of reality presented with a degree of structure and order, and models aee typically idealized and simplified view of reality". The model itself has two categories: micromorphs and paramorphs. The definition of micromorphs is an artificial model, whether it is an object or a computer simulation or a miniature of an object with a predetermined scale. Paramorphs are symbolic descriptions which usually use verbal descriptions. The examples of a paramorph are: a) conceptual model b) procedural model c) mathematical model.

Conceptual model is general and abstract theoretical descriptions to illustrate views about reality, the synthesis of research supported by experience or limited data. The procedural models show the steps in doing a job, for example the instructional design steps, the research and development cycle. While mathematical models is in the form of formulas that describe the relationships between various components or factors.

Suparman (2014) explained that the model is a representation of reality that describes the structure and order of a concept and displays one of the four forms as follows: verbal or conceptual description, steps of activities or procedures, physical or visual replicas, equations or formulas.

In the above definition we can see that the model is a collection of concepts and becomes a procedure that makes steps and is able to describe the instructional model that will be created.

Types of Model Development

The methodological study of model development design research carried out by Lee J.L and Jang, S in Rusdi (2018) divides the types of model development research as follows:

1. Conceptual Learning Design Model (Conceptual Instructional Design Model)

a. Theory-driven conceptual Intructional Design Model.

b. Practice-driven conceptual Instructional Design Model.

2. Procedural Learning Design Model (Procedural Instructional Design Models)

a. Theory-driven procudural Intructional Design Model.

b. Practice-driven procudural Instructional Design Model.

c. Hybrid procedural instructional design models.

Another opinions from Gustafson and Brach (2002) "The taxonomy has three categories, indicating whether a given model is best applied for developing (1) individual classroom instruction, (2) producst for implementation

by users other than the developers, or (3) larger and more complex instructional systems directed at an organization's problems or goals."

To be able to develop a product or a good learning program, consideration is needed in choosing the model to be used. These development models consist of the ADDIE Model. ADDIE instructional design models can be used for product development. Robert Marible Branch (2009:2) stated:

"ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. ADDIE is a product development concept. The ADDIE concept is being applied here for constructing performance-based learning. The educational philosophy for this application of ADDIE is that intentional learning should be student centered, innovative, authentic, and inspirational". ADDIE is developed with 5 (five) steps or phases of development including: (A)nalysis is analyzing the needs, (D)esign is making a draft media model, (D) evelop is developing or producing prototype media and limited testing, (I) implementation, it is applying or implementing prototypes and testing expanded (E) valuate is testing the effectiveness of the media.

III. RESULT AND DISCUSSION

In this study there are several characteristics of the product that the results of the research are different from the results of other studies.

A. The Assessment and Analysis

The Needs analysis

1) The Need analysis. There are 3 steps to do. The first is the observation done by gathering information about how the learning process so far. What learning tools need to be developed? Second, do interview with the tutor, with assessment analysis on aspects to create and develop virtual learning models. Third is the provision of questionnaires addressed to students. The purpose of spreading this questionnaire is to get an objective description of the condition of the initial ability of students.The Initial and final analysis

The initial and final analysis, students aim to identify the characteristics of students. The results of this analysis will be adapted to the development of virtual learning models. Student analysis includes:

a) Characteristics of students in the learning process

b) Students' responses to learning by tutors

Characteristics of students from Bimbel are diverse graduates, coming from the equivalent of high school, bachelor, and master's graduates that are based on different educational backgrounds. So it can be concluded that the cognitive knowledge of the participants was sufficiently qualified so that it can be started with the same entry behavior.

B. The Design

To design a long distance learning guidance model that can be enjoyed without having to meet face to face. After knowing the initial and final conditions of students, the design of long distance learning guidance models use virtual learning. The use of the web and google classroom is the main components in the design of long distance learning guidance.

C. Development

In developing the long distance guidance model and the media that will be used in the learning process, the long distance guidance model is designed in such a way that appropriate with the needs of the students. The use of the long distance learning guidance model will be designed as a learning activity in the classroom. So students are expected to be able to use and feel the benefits of long distance learning guidance for material National Insights.

D. The Application

To make an instrument validation sheet or instrument validation, a validation instrument for learning design experts and media experts aims to obtain the appropriateness and validity of long distance learning guidance models so that it can be used in the learning process. Tutors make a Daily Work Plan that will be used in the learning process by using virtual classroom. To Conduct trials to students. After the media is declared worthy by experts, it is then tested on students. This stage consists of small group trials and large group trials.

E. Evaluation

The fifth stage is the evaluation stage, the researchers evaluate the long distance learning guidance model. The evaluations carried out are oriented to the validity of the learning model that developed through Learning Design Experts, validation of the material experts and also the results of the learning media trials. To Conduct trials in the real classes by conducting pre-test and post-test to see the improvements before the study and after the study.

IV. DISCUSSION

Virtual class (virtual class) is a class based on the web, where tutors and students can interact anytime and anywhere without being limited by space and time. Just like in a conventional classroom, in learning that is done in a virtual classroom students and tutors can interact with each other, which means students enter the virtual class at the same time.

Virtual classroom is not absolutely different from the teaching and learning process in a real classroom (real classroom). Virtual classroom will bring real class situations into technology and change the teaching and learning situations as if they are real. Thus, it is very possible to develop the concept of education through sophisticated technology and produce graduates who are more creative and productive. Learners or students can find effective learning patterns through virtual classroom learning. In finding patterns to solve cases requires a long process and time (Abdulmajid, N.W., 2016).

Virtual classroom will bring real class situations into technology and change the teaching and learning situations as if they were real. Virtual classrooms can be meant the activities of students and teachers to communicate together using features such as audio, video, text chat, interactive whiteboards, application sharing, instant polling, emoticons, and using separate rooms (Florence M., 2014). The concept of virtual learning (virtual) means teachers and students can still communicate together without having to meet directly.

Virtual classrooms can make learning process become more effective. Besides that, virtual classes also make the togetherness become more effective for the social side of education (Motteram, 2001). Motteram's statement

indicates that if the learning media creates an atmosphere of togetherness it will be more effective than learning by establishes the function of each individual.

Park & Bonk (2007) stated "the major benefits of using a synchronous virtual classroom as: providing immediate feedback, encouraging the exchange of multiple perspectives, enhancing dynamic interactions among participants, strengthening social presence, and fostering the exchange of emotional supports and supplying verbal elements".

Through online learning, students are expected to be able to develop their abilities in a better way. An ability that is expected to develop better is the ability to solve problems.

V. CONCLUSION

The development of ADDIE design is the basis for developing long distance learning guidance models by analyzing students, designing long distance learning, developing long distance learning models, implementing and evaluating. The development of long distance learning guidance models can be a solution in Indonesia with a geographical location that is spread from one island to another. The use of virtual learning as an instrument of long distance learning is able to be a class of solutions. By using Google classroom students can follow the learning process both online and offline.

VI. RECOMMENDATION

In this development of the long distance learning guidance model, it is very dependent on the Internet connection used. It is better for students to use a provider that can reach the web and some components when needed when learning to use online.

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