

Virtual class-based learning for prospective State Civil Apparatus

Andy Ahmad¹ Suyitno Muslim². Robinson Situmorang³

¹ Universitas Negeri Jakarta. AndyAhmad_7117167531@mhs.unj.ac.id

² Universitas Negeri Jakarta. suyitno@unj.ac.id

³ Universitas Negeri Jakarta. robinson.situmorang@gmail.com

ABSTRACT

Provinces that are spread from Sabang to Merauke, of course, have state civil servants who assist each province. The State Civil Apparatus is a profession for civil servants and government employees with work agreements who work for government agencies. Indonesia is a large country, but the existing situation is that the number of civil servants is still less than the total population of Indonesia, so that the fulfillment of the state civil apparatus is needed. Tutoring is one of the means to help candidates for State Civil Apparatus to pass the Basic Competency test. The competencies tested are the national insight test, general intelligence test and basic personality test using computer assistance. The use of virtual based learning methods is a solution in the COVID-19 pandemic that minimizes physical contact between tutors and participants and is expected in the future to help the learning process in Indonesia, which is an archipelago so that there is equitable access to education in Indonesia.

Key words: Basic Competency Test, State Civil Apparatus, Virtual Classroom

1. Introduction

34 provinces spread from Sabang to Merauke of course have a state civil apparatus that assists each province. The State Civil Apparatus (ASN) refers to Law No. 5 of 2004 is a profession for civil servants and government employees with work agreements who work for government agencies. State civil servants called ASN employees are civil servants and government employees with work agreements appointed by the civil service supervisor and assigned tasks in a government position or entrusted with other State duties and are paid according to the laws and regulations (Law No. 5 of 2004). . The number of State Civil Apparatuses (ASN) aka Indonesian Civil Servants (PNS) currently reaches 4,168,118. This figure is

data from the Ministry of State Apparatus Empowerment and Bureaucratic Reform or the PANRB Ministry, until December 2020. Looking at the number of civil servants in Indonesia, there is inequality which is quite large between the community and its servants. To get the new civil servants, the government held a test.

According to the regulation of the minister for the utilization of state apparatus and bureaucratic reform of the republic of Indonesia number 27 of 2021 regarding the criteria for determining the need for civil servants and the implementation of the selection of prospective civil servants in 2021, there are tests that must be passed, administrative tests, basic competency tests (basic competencies are abilities and skills). characteristics in a person in the form of knowledge, skills, and behaviors that

characterize a civil servant of the Republic of Indonesia), field competency test (field competence is the ability and characteristics in a person in the form of knowledge, skills, behavior needed in carrying out their duties so that individuals are able to displays high performance in a certain position) and the test selection method used is the Computer Assisted Test (CAT).

The large number of civil servant applicants creates a desire from the applicants to pass the exam. then tutoring appears that helps prospective civil servants to study together in class to learn and predict what questions will appear on the CPNS test.

The Covid-19 outbreak has changed the conventional way of learning into distance learning. This also has an impact on tutoring.

Virtual classroom is included in the big concept of distance education. Distance education is basically triggered by the widening gap between the increasing educational aspirations of the community and the limited services for these educational aspirations.

This paper provides a distance education solution using a virtual classroom.

Virtual Classroom

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 conventional classes, in learning carried out in virtual classes, students and tutors can interact with each other, which means students enter virtual classes at the same time.

Virtual classroom is not completely different from teaching and learning process in real class (real classroom). Virtual classroom (virtual classroom) will bring real classroom situations into technology and change the teaching and learning situation as if it were real. Thus, it is possible to develop the concept of education through advanced technology and produce graduates who are

more creative and productive. Students can find effective learning patterns through virtual classroom learning. Finding patterns to resolve cases requires a long and time-consuming process (Abdulmajid, N.W., 2016). Thus case-based learning can be applied in virtual classrooms so that students are faster and more responsive in absorbing the competencies being taught. The acquisition of student competencies must also be supported by collaboration between teams. This is because individual learning sometimes takes a long time for students to acquire competence. The formation of student competencies and their application can be achieved through the concept of social partnerships, and the competencies obtained can be applied contextually (Majid, N.W.A & Sudira, 2018). Thus, collaborative learning and supported by virtual classrooms can improve the abilities of the students themselves.

Virtual classroom will bring real classroom situations into technology and change the teaching and learning situation as if it were real. Virtual classroom can be defined as the activities of students and teachers to communicate together by using features such as audio, video, text chat, interactive whiteboards, sharing applications, instant polls, emoticons, and using separate rooms (Florence M., 2014). The concept of virtual learning (virtual) is that teachers and students can still communicate together without having to meet in person.

Virtual classes can make learning more effective. In addition, virtual classes also make togetherness 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 that emphasizes the function of each individual.

Park & Bonk (2007) state 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. . This means that the main benefits of using virtual classes are providing direct feedback, encouraging the exchange of various opinions, increasing interaction between students/students, strengthening the social side, and encouraging emotional exchange and supplying verbal elements.

Through online learning, it is hoped that students can further develop their abilities in a better direction. One of the abilities that are expected to develop better is problem solving ability. Mathematical problem solving ability is a skill in students to be able to use mathematical activities to solve problems in mathematics, problems in other sciences and problems in everyday life (Fadillah. 2009). Problem solving ability is very important in mathematics, not only for those who will later study or study mathematics, but also for those who will apply it in other fields of study and in everyday life (Fadillah. 2009). The use of learning resources in virtual classrooms can use soft files or hard files. learning resources can be developed by modifying, compiling, and adapting part or all of existing learning resources (Kherudin 2019).

WawasanKebangsaan

Insight of Nationality consists of two syllables, namely "wawasan" and "Kebangsaan". In (Ministry of Education and Culture, 1993) it is stated that etymologically the term "insight" means: (1) results of insight, review, views and can also mean (2) conception of perspective. The National Insight is very identical with the Archipelago Insight, namely the perspective of the Indonesian people in achieving national goals which include the realization

of the archipelago as a political, socio-cultural, economic, and defense and security unit. "Nationality" comes from the word "nation" which according to the Big Indonesian Dictionary (2002) means a group of people who share their origins, customs, language, and history, and are self-governing. Meanwhile, "nationality" means (1) the characteristics that mark the nation's group, (2) about the nation; regarding (related to) the nation, (3) self-awareness as citizens of a country. Thus, national insight can be interpreted as a conception of a perspective based on self-awareness as a citizen of a country about themselves and their environment in the life of the nation and state (Wiratmaja, 2021).

National insight is a way of looking at nationality. The Indonesian nation places a national insight that is in accordance with the values of Pancasila. The cultivation and development of nationalism and nationalism ... must be able to strengthen the unity and integrity of the nation above all differences, whether ethnic, racial, or religious differences. (Sundawa, 2015). Added by (Noryati, 2014) national insight gave birth to a nationalism or nationalism that reflects national thoughts. National insight is also closely related to citizenship, this can be seen in the opinion "the fostering of national insight and love for the homeland through the Citizenship Education program is a matter that needs to be carried out on an ongoing basis to ensure the sustainability of the life of the nation (Budimansyah, 2010).

Another opinion says that national insight is an effort to increase nationalism and the sense of nationality of citizens as a united and sovereign nation within the territory of the Unitary State of the Republic of Indonesia (Hargo, 2010). (Nasikun, 2006) argues that national insight is an ideological movement, it has never emerged without "antecedents" or the events that preceded it. In the continents of Asia, Africa and Latin

America, which are known as the third world region, nationalism or insight is understood as a consequence of the emergence of awareness of shared suffering under colonialism, imperialism. Regarding the concept of national insight, referring to the Regulation of the Minister of Home Affairs Number 71 of 2012 concerning Guidelines for National Insight Education, national insight is the Indonesian nation's perspective on itself and its environment prioritizing national unity and territorial integrity based on Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika and Bhinneka Tunggal Ika (Unity in Diversity). The Unitary State of the Republic of Indonesia

Looking at the opinion above, it can be concluded that national insight is how the Indonesian people maintain unity based on Pancasila, the 1945 Constitution, Bhineka Tunggal Ika, and the Unitary State of Indonesia which in the end becomes a human being with the spirit of Pancasila.

Nationality Insight is included in the Basic Competency Test (TKD) section, and is one of the important points in the CPNS acceptance selection test to measure the ability of participants to implement the 4 Pillars of Indonesian Nationality, namely: Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia and Bhinneka Tunggal Ika.

Every prospective civil servant who has passed the administrative requirements, will be tested with Basic Competency Selection (SKD). This SKD is based on CAT. Basic Competency Selection Materials for Civil Servant Candidates include: 1) National Insight Test (TWK) to assess mastery of knowledge and ability to implement: a) Nationalism; b) Integrity; c) State defense; d) Pillar of the state; e) Indonesian; f) Pancasila; g) the 1945 Constitution; h) Bhinneka Tunggal Ika; and i) the Unitary State of the Republic of Indonesia

(Indonesian State Administration system, the history of the nation's struggle, the role of the Indonesian nation in the regional and global order, and the ability to speak Indonesian properly and correctly).

3. Method

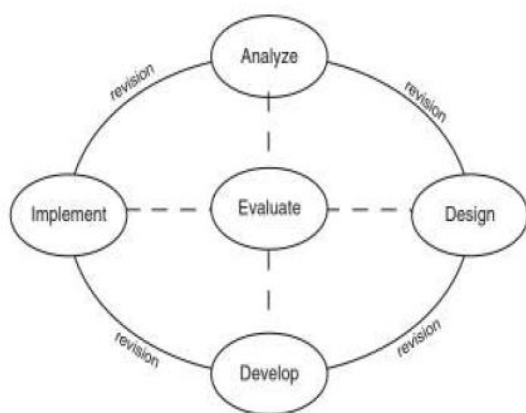
This research method uses descriptive qualitative research that presents a literary study then explains in a narrative the learning design that will be developed.

4. Research Result

The development model used in the development of teaching materials

This is the ADDIE Model which is one of the systematic learning design models. Romiszowski (1996) suggests that at the design level of learning and development materials, systematics as a procedural aspect of the systems approach has been manifested in many methodological practices for the design and development of texts, audiovisual materials, and computer-based learning materials. The selection of this model was based on the consideration that this model was developed systematically and based on the theoretical foundation of learning design. This model is structured programmatically with systematic sequences of activities in an effort to solve learning problems related to learning resources that are in accordance with the needs and characteristics of learners. This model consists of five steps, namely: (1) analysis (analyze), (2) design (design), (3) development (development), (4) implementation (implementation), and (5) evaluation (evaluation). Visually, the stages of the ADDIE Model can be seen in

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The analysis phase (anayize) includes the following activities: (a) conducting an analysis of the competencies required of students; (b) analyze the characteristics of students regarding their learning capacity, knowledge, skills, attitudes that have been possessed by students and other related aspects; (c) conduct material analysis in accordance with the demands of competence.

The design stage is carried out with the following terms of reference. (a) Who is learning designed for? (participant); (b) What skills would you like to learn? (competence); (c) How can the subject matter or skills be best studied? (learning strategies); (d) determine the level of mastery of the lesson that has been achieved? (assessment and evaluation).

The third stage is development activities which include the preparation of teaching materials. The activities of collecting teaching materials/materials, making illustration pictures, typing, and other coloring activities.

at this stage of development. The fourth stage of activity is implementation. The results of the development are applied in learning to determine the effect on the quality of learning which includes the effectiveness, attractiveness, and efficiency of learning.

In this study, the implementation steps were not fully implemented because this research only arrived at formative evaluation, which deals with product development improvements. The implementation carried out in this study was not comprehensive because only one chapter was tested in the field test.

The results of the learning design expert's assessment of the development product based on a closed questionnaire showed that the percentage of teaching material acquisition was 82.22%. When converted into a table of achievement level conversions on a scale of 4, this percentage is in good qualification. This means that the teaching materials need a little revision.

Learning media experts assess that the percentage of teaching materials acquisition based on closed questionnaires is 82.85%. This percentage when compared with the conversion table for the level of achievement on a scale of 4 is in good qualification. This means that the teaching materials require only a few revisions. In the open questionnaire, the learning media expert gave three inputs. Based on the three inputs given, a revision was made to the teaching materials. The revisions of teaching materials based on expert input from learning media are: (1) making the size of the box in the content framework arranged in such a way that the top box is larger than the box below it, (2) the summary at the end of each chapter is given a line frame. (box) looks a bit more attractive, and (3) the summary and material are made together, while the final chapter test is made separately on the last page of each chapter. The subjects of the individual tryout are six tutoring participants with low, medium, and high abilities. The percentage of teaching materials according to their assessment through a closed questionnaire is 74.33%. This percentage is in sufficient qualification, so that teaching materials need to be revised

sufficiently according to the input provided through an open questionnaire. The final stage is to conduct an evaluation which includes formative evaluation and summative evaluation. Formative evaluation is carried out to collect data at each stage used for refinement and summative evaluation is carried out at the end of the program to determine its effect on student learning outcomes and the quality of learning in general. In this study only formative evaluation was carried out, because this type of evaluation was related to the research development stage to improve the resulting product development. The results of the expert assessment of the content based on a closed questionnaire showed that the percentage of teaching materials obtained was 78.33%. If this percentage is converted into a conversion table, the level of achievement on a scale of 4 is in sufficient qualification. This means that teaching materials need to be revised sufficiently.

5. Conclusion

The use of ADDIE in the development of virtual classrooms can help with learning difficulties in a pandemic, the ADDIE learning model should be made for training and in accordance with learning needs

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