

Heutagogy Approach in Basic Training for Civil Servant Candidates at the Human Resources Development Agency of North Sumatra Province

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ABSTRACT

The implementation of the Basic Training for Civil Servant Candidates (Latsar CPNS) is carried out based on the Regulation of the State Administration Agency Number 1 of 2021 concerning Basic Training for Civil Servants and the Decree of the Head of the State Administration Agency Number 93/K/1/PDP.07/2021 concerning Guidelines for the Implementation of Basic Training for Civil Servant Candidates based on distance learning with a heutagogy learning approach. In the era of the Industrial Revolution 4.0, the most appropriate approach in training where the trainees are millennials is training with heutagogy approach. Heutagogy approach is a form of learning and teaching approach that is still new and has not been implemented by many educators, instructors and trainers. Heutagogy learning approach offers about how people learn, be creative, have a high level of self-efficacy, can apply competencies in life situations and can work well with others. Heutagogy is closer to lifelong learning when in the learning process. Heutagogy emphasizes more on realization, with the involvement of students as the focus who has full autonomy in their learning. It has been discussed previously that heutagogy has the characteristics of double-loop learning, ability development, non-linear design and learning approach, learner-directed, and makes students understand how they learn (emphasizes the process). The successful approach to implementing the Basic Training for Civil Servant Candidates with a heutagogy approach at Human Resources Development Agency (BPSDM) of North Sumatra Province was demonstrated by the enthusiasm of the participants to take part in the training.

Keyword: Heutagogy Approach, Basic Training for Civil Servant Candidates

1. Introduction

In line with the enactment of Law Number 5 of 2014 concerning State Civil Apparatus (UU ASN) and referring to the provisions of Article 63 paragraph (3) and paragraph (4) of the ASN Law, Candidates for Civil Servants must undergo a probationary period which is carried out through an integrated training process to build moral integrity, honesty, enthusiasm, nationalism and nationality, superior and responsible personality traits, and strengthen professionalism and field competence.

Basic Training, abbreviated as Latsar, is education and training based on State Administrative Agency Regulations Number 1 of 2021, Civil Servants Candidates (CPNS), hereinafter abbreviated as CPNS, are Indonesian citizens who have passed the selection for the procurement of civil servants, are appointed and determined by the PPK, and have obtained technical approval and determination of employee identification numbers.

Integrated CPNS Basic Training, hereinafter referred to as Blended Learning, is a CPNS Basic Training conducted by combining the face-to-face learning process in the classroom with the online learning process. Meanwhile, distance training is collaborative learning between CPNS Basic Training Participants and training staff by utilizing a learning system developed by the State Administration Agency and managed together with accredited government training institutions.

Since the Covid-19 outbreak, the implementation of basic training for CPNS has been carried out in 2 (two) forms, namely blended learning and distance learning. The Human Resources Development Agency (BPSDM) of North Sumatra Province is a training institution that has implemented a form of distance learning training, especially in the Basic Training for Civil Servants for Group II and Group III since 2020. The number of participants who took part in the basic training in 2020 was 3,150 people, and in 2021 was 3,367 people.

Changes in the learning paradigm have changed with the entry of globalization and are accompanied by increasingly sophisticated technological developments. The world is now entering the era of the Industrial Revolution 4.0, which emphasizes the pattern of the digital economy, artificial intelligence, big data, robotics, and so on or known as the disruptive innovation phenomenon. To face these challenges, we need to increase competitiveness, both nationally and regionally. Civil servants as public servants who have an important role in the process of public service in the community are state assets that need to be developed for their potential and abilities. To achieve this, an adaptive, dynamic, flexible and responsive training design is needed for Civil Servants Candidates as the beginning of the character-building for Civil Servants and strengthening competencies according to the demands of their positions through the implementation of modern training that maximizes the use of information and communication technology. In addition, it is also combined with classical learning that is nationally integrated with the information system for developing the competence of the State Civil Apparatus (ASN) which has been developed by the

State Administration Agency [Regulation of The Head of The State Administrative Agency Number 93/K.1/PDP.07/2021].

To address this, a trainer who has the task of being a Trainer Functional Position is in charge of carrying out training activities, training development, and training quality assurance in the context of developing ASN competencies. One of the duties of a trainer is to carry out distance learning and/or electronic learning (e-learning) at the basic level of civil servant candidate training, functional position training, basic technical training, or basic level socio-cultural training.

In the era of the Industrial Revolution 4.0, the most appropriate approach in training where the trainees are millennials is training with heutagogical approach. Heutagogical approach is a form of learning and teaching approach that is still new and has not been implemented by many educators, instructors and trainers.

2. Research Method

This research is a form of qualitative research with a literature study method. The technique of this method is to collect information or data through books, research materials, seminars, journals or papers that are relevant to the issue being studied. This is done to obtain information or data related to the heutagogical approach in the basic training of civil servants candidates at the Human Resources Development Agency.

3. Result and Discussion

3.1. Heutagogy Approach

This research is a form of qualitative research with a literature study method. The technique of this method is to collect information or data through books, research materials, seminars, journals or papers that are relevant to the issue being studied. This is done to obtain information or data related to the heutagogical approach in the basic training for civil servants candidates at the Human Resources Development Agency.

According to Malcom S. Knowles (1970), important changes are in the way in which adult educational experiences should be designed. This approach is known as andragogy, which contrasts and quite sharply with pedagogy. According to Stewart Hase and Chris Kenyon, the problem is that both pedagogy and andragogy are not clear enough whether students learn or not. The self-concept that determines a person learning is called heutagogy.

Double-Loop Learning

The paradigm which shifted from teacher-centred to heutagogy paradigm was found by Argyris & Schon (1996) in Hase & Jenyon (2000) in the conceptualization of recognizing double-loop learning. In double-loop learning, students consider the problems, actions, and results to be

achieved in addition to reflecting on the problem-solving process and how it affects the beliefs and actions of the students themselves. This can be seen in the following image.

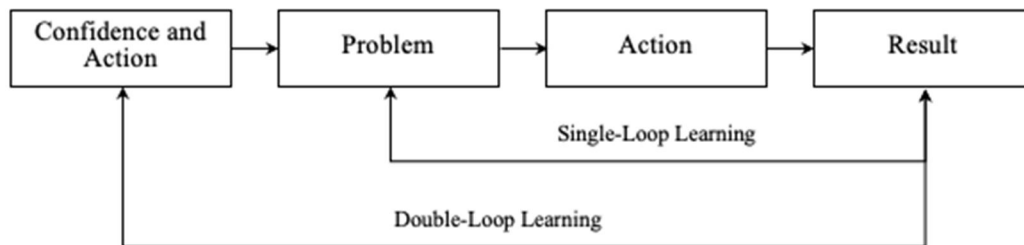


Figure 1. Double-Loop Learning (Eberle & Childree, 2005, as shown in Eberle, 2009, p. 183 quoted in Blaschke Lisa Marie, 2012)

Heutagogy learning approach offers about how people learn, be creative, have a high level of self-efficacy, can apply competencies in life situations, and can work well with others. According to Narayan, V. and Herrington, J. (Mohammad et al., 2019), there are 9 (nine) heutagogical approaches, namely:

1. An open or flexible curriculum that recognizes the naturally flowing nature of learning
2. Learners are the movers in determining learning paths, contexts, activities and journeys, not just educators
3. Students are involved in the design of the assessment or ensure flexibility for students to be able to apply it in context.
4. Learning is collaborative
5. Guidance and framework are provided for students when needed
6. Questions directed by students; it provides an opportunity for true collaboration between educators and learners with respect to content and process. Questions also provide clarity about what guidance, scaffolding, and support students need.
7. Learners create contextually relevant content according to their knowledge and learning needs
8. Encourage reflective practice for deep learning through learning journals
9. Questions directed by students; it provides opportunities for genuine collaboration between teachers and students concerning content and process.

According to Bambang and Susi (2020), heutagogy approach is used for education and training that emphasizes the human nature of human resources, self-worth, abilities, and recognizes natural systems, environmental interfaces and learning activities as opposed to teaching. Heutagogy discusses the problems of human adaptation to enter the new millennium. Furthermore, Bambang and Susi (2020) argue that heutagogy model challenges the way of thinking to understand their world better than the world of the teacher, forces teachers to move into the world of learners, and

allows teachers to see beyond their discipline and favourite theories. For more information, it can be shown in the following figure of the following learning level pyramid.

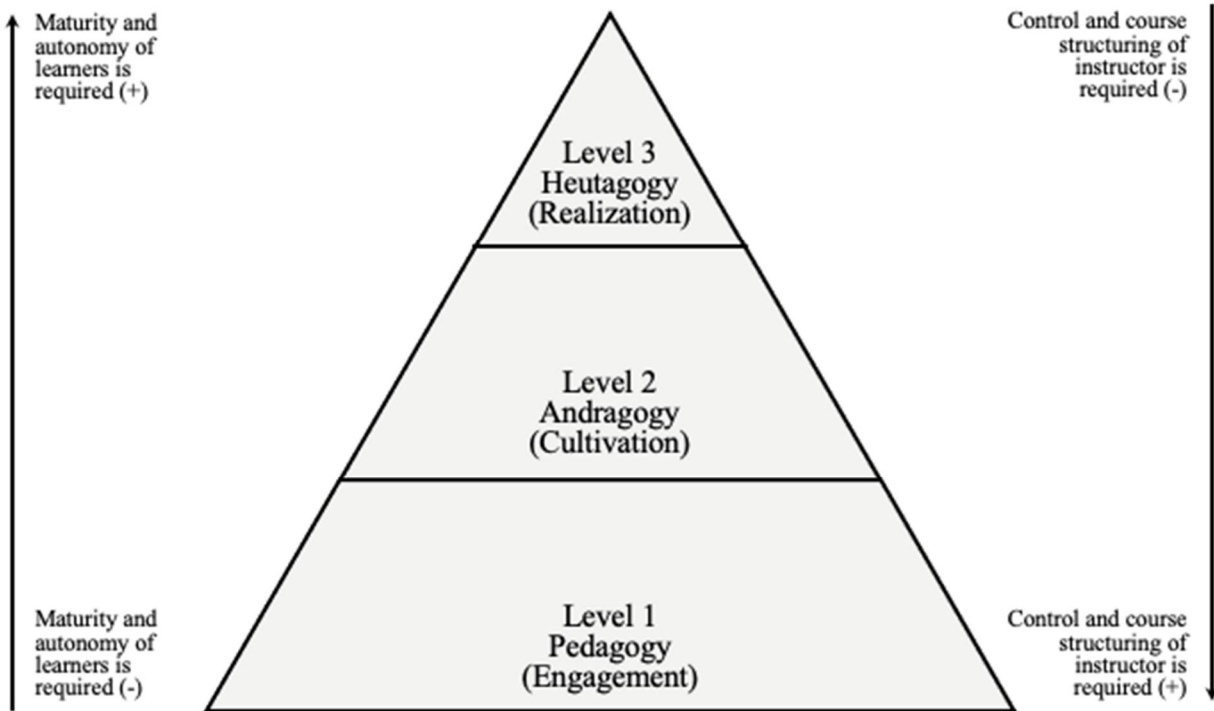


Figure 2. Development from Pedagogy, Andragogy to Heutagogy
(Based on Canning, 201 in Blaschke Lisa Marie, 2112)

From Figure 2, it is clear that the approach to pedagogy, andragogy and heutagogy is a pyramid of learning levels. Heutagogy is closer to lifelong learning when in the learning process. Heutagogy emphasizes more on realization, with the involvement of students as the main focus who has full autonomy in their learning. It has been discussed previously that heutagogy has the characteristics of double-loop learning, ability development, non-linear design and learning approach, learner-directed, and makes students understand how they learn (emphasizes the process). Lauren P. Richardson, Carol G. McGowan and Lee E J Styger (Richardson et al., 2018) in Hotimah et al (2020) explain the differences between pedagogy, andragogy and heutagogy as follows:

1. Pedagogy (learning led by educators)

Learning is dependent, entrusted or processed by educators. The role of educators is to design learning and identify learning materials and learning resources. Learners depend on educators, and have little responsibility for learning. Learning is done linearly and sequentially. Learning focuses on the material and must meet a specific curriculum. The learning motivation of students is extrinsic, such as from parents, educators and others

2. Andragogy (self-learning)

Learners have autonomy in their learning process. Students try to accept more responsibility in learning so that students seek guidance in learning. The focus of learning is to focus on the achievement of learning objectives. Learning encourages cross-disciplinary and autonomous thinking. Students' learning motivation comes from within themselves (intrinsic) where students like the increase in self-esteem that comes from learning. Meanwhile, educators only function as facilitators who assign tasks to encourage students to use various methods or paths in identifying solutions.

3. Heutagogy (self-determined learning)

Learners are problem seekers and welcome challenges so that they do learn non-linearly and not sequentially. Learners are fully responsible for their learning activities so that the focus of learning is based on inquiry and the learning process which is seen for the long term. The motivation of the students flows and they know how they learn. In addition, students look for unusual situations as learning resources to acquire adaptive competencies, while the function or role of teachers is to foster efforts to unite opportunity, context, relevance, and complexity to encourage collaboration and curiosity.

For more details, the differences between pedagogy, andragogy and heutagogy can be seen in Figure 3 below.

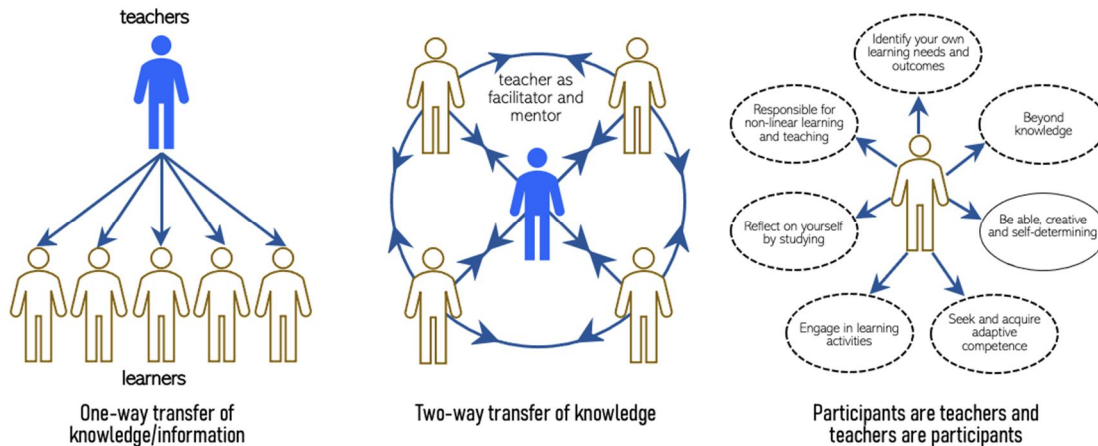


Figure 3: Illustration of the difference between Pedagogy, Andragogy and Heutagogy

3.2. Heutagogical Approach in Basic Training for Civil Servant Candidates

Since the issuance of the Regulation of the State Administration of the Republic of Indonesia Number 1 of 2021 concerning Basic Training of Civil Servant Candidates, based on Chapter II Article 7, it is stated that CPNS Basic Training can be carried out in 2 (two) forms, namely classical training and blended learning. Blended Learning is implemented through 3 (three) learning sections, namely: 1) independent training, 2) distance learning and 3) classical learning at the place where the

CPNS Basic Training is held. Distance Learning consists of 2 (two) parts, namely e-learning and actualization.

The workflow of the implementation of the Blended Learning Training Model can be seen in Figure 4 below,

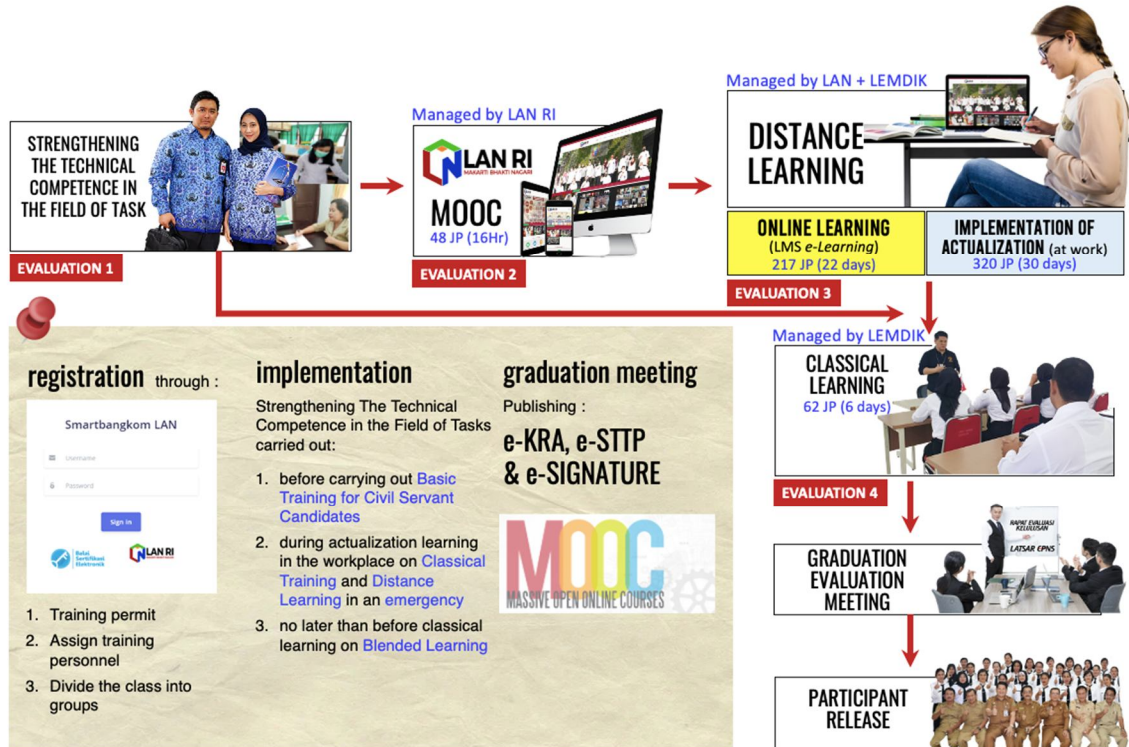


Figure 4. Workflow of Training Implementation with Blended Learning Model

Based on the Decree of the Head of the State Administration Agency Number 93/K.1/PDP.07/2021 concerning Guidelines for the Implementation of Basic CPNS Training, it is stated that the implementation of Blended Learning is carried out through 3 (three) learning sections, namely:

1. Self-Training

Independent training is a form of learning that is carried out through Massive Open Online Course (MOOC) learning by utilizing the learning system developed by the State Administration of the Republic of Indonesia.

2. Distance Learning

Distance Learning is a form of collaborative learning implemented through e-learning Learning Management System (LMS) and actualization in the workplace by utilizing a learning system developed by the State Administration of the Republic of Indonesia and managed together with accredited government training institutions

3. Classical learning at the CPNS Training Center

Classical learning is a form of collaborative learning that is carried out with the following conditions: 1) Accredited Training Institutes prepare classical learning schedules and prepare supporting infrastructure, 2) Accredited Training Institute leaders call participants, and 3) Training Institute leaders do monitoring, planning, and implementation of the classical learning process.

CPNS Basic Training Curriculum Structure

The structure of the CPNS Basic Training Curriculum is carried out with 4 (four) learning agendas, namely:

1. State Defense Behavior Attitude Agenda

This learning agenda is provided to equip participants with an understanding of national insight through the meaning of the values of defending the country so that participants can demonstrate the state defence behavior attitude in a state of readiness that reflects physically and mentally healthy to face contemporary issues in carrying out their duties as a professional civil servant and public servant.

2. Agenda of the Basic Values of Civil Servants

This learning agenda is given to equip participants by internalizing the basic values needed in carrying out the duties of a civil servant position professionally as a public servant, which includes the ability to be accountable, prioritize national interests, uphold public ethical standards, innovate to improve the quality of task execution and position, are not corrupt, and encourage the acceleration of corruption eradication within the agency.

3. Agenda of the Position and Role of Civil Servants in the Unitary State of the Republic of Indonesia

This learning agenda is given to equip participants with knowledge about the position and role of Civil Servants to carry out the functions of State Civil Apparatus (ASN) as public policy implementers, public servants, adhesives, and unifying the nation so that they can manage challenges and problems of socio-cultural diversity by using a Whole of Government perspective in support the implementation of their duties and position.

4. Habituation Agenda

This learning agenda is given to facilitate participants in the process of actualizing the substance of agenda 2 and agenda 3 training subjects in the workplace through self-acustoming to the competencies that have been obtained through various training subjects that have been studied.

The implementation of the Basic Training for Civil Servant Candidates involves the participant's role in carrying out learning in the MOOC (Massive Open Online Courses), Distance

Learning, Strengthening Competency in the Field of Tasks, and Classical Learning stages. This shows that the learning approach taken by the participants of the Basic Training for Civil Servant Candidates is a heutagogical approach. This can be seen from the learning activities carried out by the participants of the Basic Training for Candidates for Civil Servants and Trainers, as follows:

1. During MOOC implementation, participants have autonomy in their learning process by determining when and where they do it
2. Participants are fully responsible for learning activities, so that the learning process carried out by participants is inquiry
3. Learning materials or learning resources are obtained by participants by searching or finding them in various learning resources, such as modules, books, ebooks or search engines (google)
4. The teachers (trainers) is not the only source of learning, but the role of the trainer is to facilitate participants in the learning process
5. Trainers collaborate with basic training participants in learning each agenda

Electronic-based distance learning which is often referred to as e-learning is one of the positive impacts in education. The success of distance learning will occur if educators, instructors, and trainers implement all elements during the learning process. Currently, the implementation of the Basic Training for Civil Servants Candidates in North Sumatra Province is running optimally and smoothly. This is supported by the State Administration Agency in facilitating the training with the Learning Management System (LMS).

The concept of e-learning is used by training institutions in the learning process to provide convenience in the presentation of teaching materials that are supported by visual, audio, and video devices. The success of the implementation of the Basic Training for Civil Servant Candidates at the Human Resources Development Agency (BPSDM) of North Sumatra Province is inseparable from the LMS scenario of the State Administration of the Republic of Indonesia which is often called by MOOC. The scenarios for implementing distance learning are:

1. e-learning can be started with asynchronous or synchronous scenario overview learning by the Training Organizing Institution to provide participants with an understanding of learning activities and learning assignments that will be carried out by participants during e-learning;
2. Synchronous learning is carried out in groups with a maximum number of 10 (ten) people per group and asynchronous learning can be carried out in smaller numbers in one study group through group assignment learning activities;
3. The start and end time of learning can be arranged flexibly by taking into account the number of meeting hours and the readiness of the participants to learn;
4. E-learning is carried out in a structured manner starting from the agenda 1 material to the actualization design seminar;

5. During e-learning process, the participant's behaviour will be assessed by the facilitator and tutor of the material;
6. Participants must have carried out academic evaluation learning before the actualization design seminar was carried out and completed remedial at the latest until classical learning is implemented;
7. Academic evaluation is given in the form of case questions and/or essays for 3 (three) hours of meetings;
8. The coaching agenda is carried out by the actualizing coach to strengthen, round up, and provide feedback on the learning outcomes of agenda 1, agenda 2, and agenda 3 which are linked to actualization learning needs;
9. Agenda 4 learning activities asynchronously are directed at facilitating participants to be able to understand and develop a plan for actualization well under the supervision of the coach; and
10. Actualization Plan Coaching is carried out by the coach by conducting asynchronous guidance by providing feedback on the quality of the Actualization Plan;

4. Conclusion

Implementation of Basic Training for Civil Servant Candidates at the Human Resources Development Agency of North Sumatra Province is carried out in the form of distance learning with a heutagogical approach. Based on that, it can be concluded as follows:

1. Implementation of the Regulation of the State Administration Agency Number 1 of 2021 concerning Basic Training of Civil Servant Candidates runs effectively and efficiently at the Human Resources Development Agency of North Sumatra Province
2. Learning the Basic Training of Civil Servant Candidates with a heutagogical approach is very appropriate to be applied in the Industrial Revolution Era 4.0
3. The teacher (trainer) is no longer the centre of learning resources, but becomes a facilitator in learning and as a lighter in every lesson
4. The training participants are very enthusiastic about participating in the Basic Training for Civil Servants Candidates through the distance learning method with a heutagogy approach
5. MOOC (Massive Open Online Courses) is one of the learning stages that are very helpful in implementing the Basic Training for Civil Servants Candidates at the Human Resources Development Agency of North Sumatra Province

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