

THE INFLUENCE OF BASIC TRAINING FOR PROSPECTIVE CIVIL SERVANTS BASED ON ACCELERATE EXPERIENTIAL SELF REGULATED (AES) LEARNING TO IMPROVE THE CORE VALUES OF STATE CIVIL APPARATUS AT THE HUMAN RESOURCES DEVELOPMENT AGENCY OF SUMATERA UTARA PROVINCE

Yamnur Mahlia¹, Arif Rahman², Yuniarto Mudjisusatyo³

^{1,2,3}Universitas Negeri Medan

Corresponding Email: Yamnur618@gmail.com¹, arifrahman@unimed.ac.id², yuniarto@unimed.ac.id³

Received	: 31 October 2024	Published	: 30 December 2024
Revised	: 12 November 2024	DOI	: https://doi.org/10.54443/morfai.v4i3.3613
Accepted	: 29 November 2024	Link Publish	: https://radjapublika.com/index.php/MORFAI/article/view/3613

Abstract

ASN Core Value Module, (5) Material related to State Civil Apparatus core values, (6) Encouraging trainees to become lifelong learners and (7) reflection. The value of the feasibility test is 93% (material experts) very feasible, the value of 89% (media experts) very feasible, and the user 93.75% very good. The results of the effectiveness test The effectiveness test is seen from the N-Gain Score value for understanding ASN core values 85.10% (limited trial) and 82.86% (extensive trial results). While for the application of State Civil Apparatus core values, the N-Gain Score value is 83.61% (limited trial) and 82.93% (extensive trial results). Because the g value > 75 is in the effective category. The effectiveness of the Prospective State Civil Apparatus basic training management model obtained a value of 93.75% with a very good category and the training program was assessed on average at 93.65% with a very good category. So it can be concluded that the AES Learning-based Prospective Civil Servants Basic Training Management Model is very effective in increasing the core values of State Civil Apparatus at the BPSDM of Sumatera Utara Province.

Keywords: *basic training, prospective civil servants, accelerate experiential self regulated, learning, core values*

Introduction

The importance of developing trainee discipline stems from the view that no human being is perfect, free from mistakes and errors. Therefore, every organization including the BPSDM of Sumatera Utara Province needs to have various provisions that must be obeyed by all trainees and supported by standards that must be met by each trainee. Discipline is so important that some experts argue that discipline is the most important HRD operative function, because the better the employee discipline, the higher the achievements they can achieve. Without good ASN discipline, it is difficult for a government organization to achieve optimal results (Herman, 2018; Zulkarnaen, Lie, Efendi, &

THE INFLUENCE OF BASIC TRAINING FOR PROSPECTIVE CIVIL SERVANTS BASED ON ACCELERATE EXPERIENTIAL SELF REGULATED (AES) LEARNING TO IMPROVE THE CORE VALUES OF STATE CIVIL APPARATUS AT THE HUMAN RESOURCES DEVELOPMENT AGENCY OF SUMATERA UTARA PROVINCE

Yamnur Mahlia et al

Simatupang, 2020). State Civil Apparatus plays a strategic role in determining the success of governance and national development. State Civil Apparatus are expected not only to be implementers of public policy, but also as public servants who uphold the basic values of State Civil Apparatus, namely Ber-AKHLAK: Service-Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative (LAN, 2023). Therefore, the formation of State Civil Apparatus character must be carried out early on, especially during the Civil Servant Candidate period, through effective and structured basic training (latsar). Basic training Prospective Civil Servants is an important stage in the process of forming professional and integrity ASN. Based on Law No. 5 of 2014 concerning State Civil Apparatus and PP No. 17 of 2020 concerning State Civil Apparatus Management, all Prospective Civil Servant Sare required to undergo a trial period through basic training which aims to form moral integrity, a spirit of nationalism, and basic competencies as State Civil Apparatus.

In its implementation, latsar is expected to be able to instill State Civil Apparatus core values in their entirety to participants so that they can be implemented in their daily work lives (Kepka LAN, 2022). Unfortunately, the implementation of Prospective Civil Servant basic training in various regions, including the BPSDM of Sumatera Utara Province, still faces various challenges. The 2022 Ber-AKHLAK Index Survey showed that the level of implementation of Adaptive values only reached 39.4%, Competent 55.1%, and Service-Oriented 51.6% (PANRB, 2022). This data indicates that the internalization of State Civil Apparatus core values is not optimal and innovation is needed in training management. The fundamental problems in Prospective Civil Servant training include the learning approach which is still dominated by classical methods and lectures, which are less able to stimulate active participation of participants. In addition, the low awareness of participants about the importance of State Civil Apparatus core values makes training more of an administrative obligation than a character building process. This is reinforced by the findings of Raharjo (2019) which states that most latsar participants take part in training only to meet the requirements for civil servant appointment, not as a vehicle for self-transformation. In this context, the Accelerated Experiential Self-Regulated (AES) Learning-based training model is considered capable of answering these challenges.

The AES approach combines accelerated learning, experiential learning, and self-regulated learning, which have been theoretically proven to increase training effectiveness (Rose & Nicholl, 2002; Kolb, 2015; Bandura, 1999). This model encourages participants to be more active, reflective, and independent in absorbing and applying State Civil Apparatus core values. Furthermore, the experiential learning approach provides opportunities for participants to experience relevant work situations directly, increasing emotional involvement and deep understanding of the values taught. Self-regulated learning, on the other hand, instills a sense of individual responsibility for their learning process, which is very important in forming professional and independent State Civil Apparatus (Blaschke & Hase, 2016). The development of an AES Learning-based training management model needs to be carried out with a systemic and contextual approach.

This includes accurate training needs analysis, curriculum design that is responsive to the dynamics of modern State Civil Apparatus, interactive learning implementation, and evaluation that focuses not only on cognitive aspects, but also on changes in attitudes and behavior. As emphasized by Zahroh (2018), effective training management is the result of integrated planning, implementation, and evaluation that is oriented towards changing participant competencies. Basic Prospective Civil Servant

THE INFLUENCE OF BASIC TRAINING FOR PROSPECTIVE CIVIL SERVANTS BASED ON ACCELERATE EXPERIENTIAL SELF REGULATED (AES) LEARNING TO IMPROVE THE CORE VALUES OF STATE CIVIL APPARATUS AT THE HUMAN RESOURCES DEVELOPMENT AGENCY OF SUMATERA UTARA PROVINCE

Yamnur Mahlia et al

training also has a strategic role in supporting bureaucratic reform and realizing a world-class bureaucracy. With State Civil Apparatus who have strong core values, it is hoped that there will be an increase in the quality of public services, bureaucratic professionalism, and public trust in the government. Conversely, weak internalization of State Civil Apparatus values will worsen the image of the bureaucracy and hinder the achievement of national development goals (Karunia & Ika, 2023). In the initial study. Therefore, the development of a more innovative and adaptive training model is a must. The government has set the basic Prospective Civil Servant training curriculum through LAN No. 13/K.1/PDP.07/2022, but there are still gaps in the effective implementation of the curriculum, especially in terms of holistic core values instillation. This encourages the need to redesign the training model with an approach that is more in line with the characteristics of the current Prospective Civil Servant generation and the demands of future State Civil Apparatus. Through this research, the development of a basic Prospective Civil Servant training management model based on AES Learning is expected to provide a real contribution to increasing the internalization of State Civil Apparatus core values. The results of this study are expected to be a practical guide for BPSDM and other training institutions in designing and implementing training that is more meaningful, effective, and oriented towards the formation of State Civil Apparatus character

Methods

This study employs a research and development (R&D) approach based on the model developed by Plomp (1997), which is considered suitable for addressing practical problems in training management. The Plomp model involves five development phases: (1) preliminary investigation, (2) design, (3) realization/construction, (4) test, evaluation, and revision, and (5) implementation (Rohmat, 2012). Setting and duration the research was conducted at the Human Resources Development Agency (BPSDM) of Sumatera Utara Province from March 2022 to December 2023.

Participants and Objects The research participants included all Prospective Civil Servant participants in class III level training from 33 regencies/cities in Sumatera Utara Province, totaling 1400 people across 7 training waves and 35 classes. Each class consisted of 40 participants. The research objects included the Prospective Civil Servant participants and the training model, training modules, manuals, and assessment instruments designed to support the implementation of Core Values of State Civil Apparatus. **Research Design and Procedures** The development procedure adopted the Plomp model. This included a needs analysis, model design, realization of model components, evaluation (including expert validation), and implementation. The model was validated by material and media experts using tailored validation sheets. The model's practicality and effectiveness were tested in training sessions using observation sheets, questionnaires, and interviews.

Instruments and Data Collection Techniques Research instruments included:

1. Expert validation sheets (content and construct validation)
2. Observation and implementation checklists
3. Questionnaires for training participants
4. Pretest and post-test instruments

Interviews and focus group discussion (FGD) guides. Data were collected using multiple techniques such as document review, expert validation, field observations, interviews, FGD, and

THE INFLUENCE OF BASIC TRAINING FOR PROSPECTIVE CIVIL SERVANTS BASED ON ACCELERATE EXPERIENTIAL SELF REGULATED (AES) LEARNING TO IMPROVE THE CORE VALUES OF STATE CIVIL APPARATUS AT THE HUMAN RESOURCES DEVELOPMENT AGENCY OF SUMATERA UTARA PROVINCE

Yamnur Mahlia et al

questionnaires.

Data Analysis

Data were analyzed quantitatively and qualitatively. Descriptive statistics such as means and percentages were used to assess model validity, practicality, and effectiveness. Expert judgment determined the model's theoretical grounding and internal consistency (Nieven, in Sinaga, 2007). Effectiveness was assessed via pretest-posttest analysis using N-Gain Score (Hittner, 2010), while model practicality was measured through Likert-scale responses and analyzed using descriptive statistics (Widoyoko, 2012). Wilcoxon signed-rank tests were used to determine significant differences before and after model implementation using SPSS version 21. The interpretation followed APA statistical reporting guidelines.

Validity, Practicality, and Effectiveness

Validity was based on expert reviews assessing theoretical grounding and internal consistency. Practicality was determined from expert opinions and field application. Effectiveness was determined by improvement in participant understanding and skills in applying Core Values after using the AES-based model. This method provides a structured approach to developing a training model grounded in adult learning theories, contextualized for the Prospective Civil Servant training system.

Results

The implementation of the Accelerated Experiential Self-Regulated Learning (AES Learning) model significantly improved both the understanding and application of State Civil Apparatus Core Values among Prospective Civil Servant participants at BPSDM Sumatera Utara Province. The study utilized both limited and extensive trial phases to measure the effectiveness of the training model. Before the AES Learning intervention, participants demonstrated limited understanding of the State Civil Apparatus core values, with only 36.6% having adequate knowledge. Post-intervention results showed significant improvement across all seven core values. For example, the average score for "Adaptif" increased from 57.6% to 77.57%, while "Kompeten" rose from 68% to 86.55%.

The effectiveness of the training model was confirmed by N-Gain Score and Wilcoxon signed-rank test analyses. N-Gain Scores reached 85.10% for understanding and 83.61% for application in the limited trial, and 82.86% and 82.93%, respectively, in the wide trial. These values fall within the "effective" category. Statistical tests also supported these findings. In both trials, Wilcoxon tests yielded Asymp. Sig. (2-tailed) values of 0.000 ($Z = -3.943$ and -5.516 in limited trials; $Z = -3.921$ and -5.512 in wide trials), indicating statistically significant differences between pre-test and post-test scores. In summary, the AES Learning-based training model is effective for improving Prospective Civil Servant participants' understanding and implementation of State Civil Apparatus Core Values, suggesting its adoption for broader training purposes.

Discussion

The findings of this study indicate that the application of the Accelerated Experiential Self-Regulated Learning (AES Learning) model significantly enhances the understanding and

THE INFLUENCE OF BASIC TRAINING FOR PROSPECTIVE CIVIL SERVANTS BASED ON ACCELERATE EXPERIENTIAL SELF REGULATED (AES) LEARNING TO IMPROVE THE CORE VALUES OF STATE CIVIL APPARATUS AT THE HUMAN RESOURCES DEVELOPMENT AGENCY OF SUMATERA UTARA PROVINCE

Yamnur Mahlia et al

implementation of State Civil Apparatus Core Values by Prospective Civil Servant participants. The model's strength lies in its multidimensional learning framework, which includes accelerated learning for engagement, experiential learning for contextualization, and self-regulated learning for autonomy and reflection. These elements work together to ensure participants not only absorb knowledge but also internalize and demonstrate values through behavior, especially in complex public service settings. The results support Kolb's (2015) theory of experiential learning, which posits that learning occurs through a cyclic process of concrete experience, reflective observation, abstract conceptualization, and active experimentation. AES Learning embodies this cycle, especially during real-world simulations, discussions, and project-based assignments. Participants were observed to be more engaged, capable of analyzing problems, and confident in proposing solutions—a clear sign of transformation from passive recipients to active learners.

Moreover, adult learning principles outlined by Knowles are evident in the AES model. The model respects learners' autonomy, leverages their experiences, and motivates them through relevance and immediate application. Bandura (1999) adds that when learners believe in their ability to succeed, they are more likely to embrace challenges and exhibit resilience. This was particularly seen in participants' increased self-reflection and initiative during training evaluations and feedback sessions. Statistical analysis, including N-Gain scores and Wilcoxon signed-rank tests, strongly support the model's effectiveness. The consistent improvement in pretest and posttest scores across all seven State Civil Apparatus Core Values provides quantitative evidence of learning. More importantly, behavioral observations, group reflections, and assignments indicated deep-seated transformations, not only in knowledge but also in personal values and workplace readiness.

The findings of this study indicate that the application of the Accelerated Experiential Self-Regulated Learning (AES Learning) model significantly enhances the understanding and implementation of State Civil Apparatus Core Values by Prospective Civil Servant participants. The model's strength lies in its multidimensional learning framework, which includes accelerated learning for engagement, experiential learning for contextualization, and self-regulated learning for autonomy and reflection. These elements work together to ensure participants not only absorb knowledge but also internalize and demonstrate values through behavior, especially in complex public service settings.

REFERENCES

- Bandura, A. (1999). *Self-efficacy: The exercise of control*. W.H. Freeman.
- Blaschke, L. M., & Hase, S. (2016). Heutagogy: A holistic framework for creating twenty-first-century self-determined learners. *International Review of Research in Open and Distributed Learning*, 17(6), 1–13.
- Effat, R., & Robyn, H. (2021). Accelerated learning for developing core values in public service. *Journal of Learning Design*, 14(3), 133–145.

THE INFLUENCE OF BASIC TRAINING FOR PROSPECTIVE CIVIL SERVANTS BASED ON ACCELERATE EXPERIENTIAL SELF REGULATED (AES) LEARNING TO IMPROVE THE CORE VALUES OF STATE CIVIL APPARATUS AT THE HUMAN RESOURCES DEVELOPMENT AGENCY OF SUMATERA UTARA PROVINCE

Yamnur Mahlia **et al**

- Hase, S., & Kenyon, C. (2007). Heutagogy: A child of complexity theory. *Complicity: An International Journal of Complexity and Education*, 4(1), 111-118.
- Hittner, J. B. (2010). Statistical tests for evaluating interventions. *Journal of Applied Psychology*, 95(1), 112-120.
- Karunia, T., & Ika, N. (2023). **Birokrasi berkelas dunia: Tantangan dan strategi reformasi**. LP3ES.
- Kepala Lembaga Administrasi Negara. (2022). **Pedoman pelatihan dasar PROSPECTIVE CIVIL SERVANTS tahun 2022**. LAN Republik Indonesia.
- Kolb, D. A. (2015). **Experiential learning: Experience as the source of learning and development** (2nd ed.). Pearson Education.
- Lembaga Administrasi Negara. (2023). **Survei Indeks BerAKHLAK Nasional 2023**. LAN Republik Indonesia.
- Meltzer, D. E. (2005). The relationship between mathematics preparation and conceptual learning gains in physics: A possible “hidden variable” in diagnostic pretest scores. *American Journal of Physics*, 70(12), 1259–1268.
- Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi. (2022). **Laporan survei implementasi Core Values ASN BerAKHLAK tahun 2022**. <https://www.menpan.go.id>
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Cambridge Adult Education.
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development*. Pearson Education.
- Nieven, N., & Sinaga, R. (2007). *Model pengembangan perangkat pembelajaran*. Bandung: UNIMED Press.
- Plomp, T. (1997). *Educational & training system design: Introduction*. Netherlands: University of Twente.
- Raharjo, S. (2019). **Evaluasi pelaksanaan Latsar PROSPECTIVE CIVIL SERVANTS dan tantangannya**. Humanika.
- Rose, C., & Nicholl, M. (2002). **Accelerated learning for the 21st century: The six-step plan to unlock your master-mind**. Dell Publishing.
- Rohmat, T. (2012). *Model pengembangan kurikulum dan pembelajaran*. Bandung: Alfabeta.
- Rose, C., & Nicholl, M. (2002). *Accelerated learning for the 21st century: The six-step plan to unlock your master-mind*. Dell Publishing.
- Sulistiyono, A. (2020). Strategi manajemen pelatihan berbasis kompetensi. *Jurnal Pengembangan Sumber Daya Manusia*, 12(1), 45–57.
- Widoyoko, E. P. (2012). *Evaluasi program pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Zahroh, N. (2018). **Manajemen pelatihan ASN dalam konteks pembinaan SDM**. Deepublish.