

## IMPLEMENTATION OF LEARNING MANAGEMENT SYSTEM (LMS) IN PNS COMPETENCY DEVELOPMENT ACTIVITIES IN BPSDM GORONTALO PROVINCE

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Received: 12-01-2024 Accepted: 05-02-2024 Published: 03-06-2024

### **Abstract**

Digital transformation in the bureaucratic environment is not something new, but it appears that it has not been implemented evenly and quickly, both in its implementation and in adapting to technology transfer by the bureaucracy and service users. Digital-based bureaucratic implementation is still dominant in financial matters. The end of 2019 was a momentum to accelerate the digital transformation of the bureaucracy, because the bureaucracy was faced with a situation where it was inevitable that they had to use digital services to avoid physical connections considering the corona virus or Covid-19 outbreak. No exception, civil servant competency development activities through training must be carried out with a new concept, namely digitally. Learning Management System (LMS) in training activities as a solution so that competency development can still be implemented. Of course, this must be adapted according to the demands of needs while still considering effectiveness and efficiency. The manifestation of the accelerated transformation of competency development through digital learning can be seen from various LMS implementation policies by the State Administration Institute of the Republic of Indonesia (LAN RI) as the supervisory agency. This scientific paper will analyze the application of LMS in the implementation of competency development through training attended by civil servants. Apart from that, it will also explain how it is implemented by elements of training organizers and managers as well as widyaiswara as facilitators to training participants. The approach in this research is descriptive qualitative which will interpret the phenomena found at the BPSDM research location in Gorontalo Province. Sampling was carried out by purposive sampling of Widyaiswara, Latsar participants, PKA participants, PKP participants, training managers and training organizers. A literature study was carried out to understand the concept of implementing an LMS based on existing regulations and to interpret studies in the literature related to digital transformation, especially LMS. The research results illustrate that LMS is very useful for developing employee competency, but its use is still deemed to be less effective due to the limitations of training participants, training organizers and managers as well as Widyaiswara in exploring the use of the LMS provided by LAN RI.

Keywords: Widyaiswara, LMS, Latsar, PKP, PKA.

## 1 INTRODUCTION

Bureaucracy as a mandatory part of a service process cannot protect itself against changes that occur. Environmental conditions that are always changing inevitably must be responded to wisely and proactively so that services can continue to run as they should. The Gorontalo Provincial Human Resources Development Agency (BPSDM), which has duties and authority to provide services in the field of competency development for state civil servants, needs to adapt to all these changes.

Changes in the global environment due to the Covid-19 pandemic have had a disruptive impact on the implementation of competency development for civil servants for all training providing institutions, including BPSDM. In the midst of a situation that limits public activities and government activities in offices, service demands must continue to run as they should. The government has issued various regulations as policies to provide direction and control so that abnormal situations do not impact the performance achievements of government institutions, including BPSDM.

Monumental government policies related to the conditions as described above are RI LAN Regulation Number 1 of 2021 concerning Basic Training for National Civil Service Candidates and RI LAN Regulation 5 of 2022 concerning Structural Leadership Training. These two regulations are guidelines for implementing basic training for CPNS using the Blended Learning model. Blended learning is training that combines face-to-face learning with learning using internet and website-based networks (Rizkiyah, 2015).

To increase the effectiveness of implementing blended learning, it is supported by the implementation of a Learning Management System (LMS). LMS is a software application for the online learning process (Dwi Nila Andrian, 2022). According to Hanum, (13) Learning Management System is software used to create web-based online learning materials and manage learning outcomes and outcomes (Hanum, 2013).

Mahnegar stated that LMS is an application or software that is used to manage online learning which covers various aspects including material, placement, management and assessment (Fitriani, 2020).

LMS as a solution that can anticipate conditions limiting social activities is a policy choice taken by the government (LAN RI) related to ASN competency development activities. Adjustments to the curriculum and supporting tools are carried out quickly so that competency

development through training activities can still be carried out with engineering and innovation adapted in the form of a system called LMS.

In the process, the policy of implementing LMS has become something that is absolutely necessary for training institutions to adapt even though restrictions on social activities have been lifted by the government. This certainly has fundamental considerations and reasons from various aspects, including membership flexibility and budget efficiency.

Organizing training using a blended learning system based on the LMS application is something new for management, teaching staff, support staff and training participants. Training participants and training management elements, along with lecturers and resource persons, will be introduced to the features of the LMS in the training process. Of course, this requires the ability to adapt to transfer technology in implementing training using a blended learning model.

In accepting a technology, several stages are required, including knowledge, persuasion, decision, implementation, and confirmation stage (Rogers, 2003). In preparation for implementing the LMS in the training process at BPSDM Gorontalo Province, socialization and training had previously been carried out by LAN RI. This process is of course carried out by elements of management, teaching and supporting staff at BPSDM Gorontalo Province. To organize training using the Blended learning system, management must prepare supporting facilities such as an internet network and ICT staff managing training activities. Widyaiswara must also familiarize themselves with using the features in the LMS and prepare material that will be presented during the training.

Taking into account the existing conditions for implementing learning using the blended learning model as regulated in the RI LAN regulations, BPSDM Gorontalo Province has implemented LMS as a learning tool prepared by LAN. Based on observations of the state of LMS implementation, several problems were found, namely; 1) Limited skills of participants, management elements of organizers and students in operating the LMS; 2) inadequate facilities to support the use of the LMS; 3) Limited internet network capacity is used. From several prominent problems, the problem formulation in this research is, "How is the LMS implemented in civil servant competency development activities at BPSDM Gorontalo Province? It is hoped that this research can provide input on the use of LMS in implementing training using the Blended Learning system.

## 2 METHODOLOGY

This research uses a descriptive qualitative approach which attempts to describe the objects and subjects studied as they are with the aim of systematically describing the facts and characteristics of the objects being studied accurately and understanding each phenomenon's context as a whole (Anggito, Albi & Setiawan, 2018). In this case, we will construct and interpret the phenomena found at the BPSDM research location in Gorontalo Province.

Sampling was carried out by purposive sampling of Widyaiswara, Latsar participants, PKA participants, PKP participants, training managers and training organizers. Data collection was carried out through interviews, observations and literature studies to understand the concept of implementing LMS based on existing regulations and interpreting studies in literature related to digital transformation, especially LMS. The data obtained is expressed qualitatively and presented narratively (Yusuf, 2017).

## 3 FINDINGS AND DISCUSSION

BPSDM Gorontalo Province, as an institution that has accreditation to provide training, annually programs the implementation of training activities based on the results of mapping the needs for increasing civil servant competency within the Gorontalo Provincial Government, as well as outside the Gorontalo Provincial Government, including vertical agencies. The implementation of the training program is of course carried out in accordance with the provisions for implementing the training.

*Table1. Implementation of Interval Training 2019 -2022*

No	Activities	Year			
		2019	2020	2021	2022
1.	Pelatihan Dasar Gol. II	2	1	6	4
2.	Pelatihan Dasar Gol. III	1	7	9	4
3.	Pelatihan PKP	1	-	-	-
4.	Pelatihan PKA	1	-	-	2

Source : BPSDM 2023

Paying attention to the training implementation table above, you can understand that the training implementation at BPSDM Gorontalo Province is experiencing a transitional condition which inevitably must be implemented in a blended manner in accordance with regulatory mandates. Based on findings in the field, the implementation of basic training for CPNS is

blended using LMS facilities prepared by LAN RI as the supervisor of government training institutions throughout Indonesia. The implementation of blended training activities based on the LAN RI LMS fundamentally changes the learning practice model so that it requires efforts to adapt to mastery of technology for all personnel involved in organizing the training. Learning practices that have been carried out face-to-face in class have undergone changes to models using classical and non-classical methods through LMS-based virtual technology.

John Merow stated that blended learning is some mix of traditional classroom interaction (which in itself varies considerably and interaction is mediated by technology (Widiawara, 2018). This means that blended learning is a combination of traditional learning with classical and non-classical interactions through the use of technology in terms of This is an LMS. Therefore, LMS is an important element in carrying out training using a blended learning model.

The LMS material which is mandatorily controlled by LAN RI has basic learning and evaluation materials. However, this material can be developed through other features provided in the LMS. As for matters relating to the placement of study participants, LAN RI is directly controlled in determining the study class. To manage the learning process, the assessment is carried out on a limited basis by delegation to the PIC at BPSDM Gorontalo Province and the training participants through their respective accounts. In developing learning content materials and assignments, training participants, PICs and lecturers are given access to add them.

The use of LMS in implementing Supervisory Leadership Training (PKP) and Administrator Leadership Training (PKA) at BPSDM Gorontalo Province has not been implemented properly according to its function. In terms of management and evaluation of the PKP and PKA LMS, the procedures for using them cannot be maximized. Entering participant assignments and assessing assignments is not yet the same as in the CPNS Basic Training LMS. Participants cannot enter directly into the LMS regarding the completion of the tasks given by Widyaiswara. Assessing assignments carried out by participants, widyaiswara cannot yet be given grades automatically via the LMS by widyaiswara. As a result of such conditions, the assessment work is less practical because the results of the student assessment must be submitted to the PIC and then the PIC will be input into the LMS.

Apart from the 4 (four) important aspects in using LMS in training activities at BPSDM Gorontalo Province, the aspect of readiness for implementing LMS-based training is something that needs to be considered. Aspects of readiness to use LMS in training activities can be seen

in equipment and internet networks, as well as the ability of LMS users to carry out blended training. The aspect of readiness to use the LMS, if mapped to the LMS implementation flow, is in the phase after the LMS is implemented in the context of implementing blended learning training.

The equipment and internet network provided in LMS implementation will facilitate the learning process to achieve learning effectiveness and efficiency. Developed countries have adequate internet connections so that LMS implementation can be maximized, but this is not the case in developing countries which have low internet connections and also the country's economic capacity to facilitate (Dhianti Haeruman, Leni, Antrai Wijayanti, Dwi, Meidianingsih, 2021). The availability of adequate devices will make it easier for users to explore learning activities. Elements of training management and training participants and lecturers will be maximally facilitated by using the LMS.

LMS supporting equipment in BPSDM Gorontalo Province is still limited in supporting the effectiveness of the learning process through LMS. For the smooth use of LMS in blended learning, complete supporting equipment is very necessary so that learning using LMS can be maximized. The equipment in question is everything related to electronic devices that can make the LMS more attractive and effective to use.

Likewise with the internet network, BPSDM Gorontalo Province does not yet have bandwidth specifically intended for LMS needs. The availability of an internet network with adequate capacity is important in using LMS. LMS operation requires adequate internet capacity to meet the needs of the learning interaction process between participants and tutors. Conditions of use of the internet network in BPSDM Gorontalo Province by training participants have not been specifically localized. This results in less effective connection activities in learning.

Apart from the equipment and internet network in using the LMS, user capabilities are also an important variable in operating the LMS. The condition that can be put forward regarding this is that there is no intervention for LMS user participants who do not know how to use LMS facilities. Some LMS user participants experienced problems because they had limited use of digital learning technology. Likewise, LMS user lectures have not been able to maximize LMS facilities, especially in adding enriching learning materials to attract participants' interest in interacting via LMS.

#### 4 CONCLUSION

The research results illustrate that LMS is needed in civil servant competency development activities, but its use is still less effective due to limitations in training participants, organizers and training managers as well as Widyaaiswara in exploring the use of the LMS provided by LAN RI. The use of LMS in BPSDM Gorontalo Province is not only determined by the four elements in the LMS (material, placement, management and evaluation), the availability of supporting equipment and user capabilities are crucial in implementing the LMS.

To maximize the application of LMS in the implementation of blended learning training at BPSDM Gorontalo Province, teaching staff and resource persons must adapt technological capabilities in using LMS. Apart from that, management elements as organizers must ensure the readiness of LMS facilities and users, both internal and external users, through direct outreach and tutorials.

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