

SATISFACTION OF CPNS LATSAR PARTICIPANTS DURING THE COVID-19 PANDEMIC AT THE HUMAN RESOURCES DEVELOPMENT CENTER REGIONAL BUKITTINGGI

Andari Dwi Utami

Pusat Pengembangan Sumber Daya Manusia Kemendagri Regional Bukittinggi
(email: andariutami999@gmail.com)

Abstract

This study examines the satisfaction of CPNS LATSAR training during the Covid-19 pandemic at the Bukittinggi Regional Human Resources Development Center (PPSDM). The research method used in this study was a literature review with the topic of CPNS LATSAR training during the Covid-19 pandemic. The purpose of this study was to measure LATSAR's training satisfaction. Information is obtained from official websites, academic articles, and other sources deemed relevant. Based on this description, it can be concluded that the analysis of participant satisfaction greatly affects the training of LATSAR during the covid-19 period which is still less effective in carrying out online training.especially the Bukittinggi Regional PPSDM to be able to improve and increase participant satisfaction because this can support the success of the implementation of the LATSAR training organized by the Bukittinggi Regional PPSDM itself.And toLATSAR training participants, in order to be able to read the training module that has been provided as a guide and be serious in participating in the LATSAR training in a more proactive way during discussions.

Keywords:

Participant Satisfaction, CPNS LATSAR, Covid-19

Introduction

The Covid-19 pandemic that hit Indonesia in early 2020 had a huge impact on the global community. The way humans carry out various activities has changed since the arrival of this virus. Since the outbreak of this virus, all activities in public places have been restricted or even prohibited from operating. The government has implemented physical distancing as an effort to suppress the spread of the Covid-19 virus. One of the sectors that has been significantly affected by the Covid-19 pandemic is basic education and training for Civil Servant Candidates (LATSAR CPNS).

The CPNS LATSAR process is an activity that seeks to transfer knowledge, attitudes, and skills to training participants. Training is categorized as a service, because the trainees benefit from the training product.

Competencies that affect the quality of service for CPNS Latsar trainees in the Covid-19 pandemic era, this shows that good service quality affects the quality of work in accordance with organizational expertise that is relevant to knowledge and abilities. The competencies possessed by individual employees must be able to support the implementation of organizational strategies and be able to support any changes made by management. In other words, the competencies possessed by individuals can support a team-based work system (Rivai, 2019).

According to Agus Akhmadi (2019), satisfaction is a phenomenon that encapsulates attributes along with other consumption emotions. Satisfaction is conceptualized as a feeling that arises after evaluating the experience of using a product. Satisfaction is also a feeling of pleasure or disappointment that arises from comparing the perceived performance of the perceived results with their expectations. Satisfaction is an overall evaluation of participants who have been obtained from the results of training activities in the 2020 CPNS LATSAR activity and also looks at the competence of participants during offline or online learning methods.

The implementation of the CPNS LATSAR activity since 2020 began during the Covid-19 Pandemic, where the Training organizer must adjust the technical training in accordance with the Circular Letter of the Head of the State Administration Number 10/K.1/HKM .02.3/2020 dated March 23, 2020 concerning Technical Guidelines when online. Adjustments were made, among others, related to the learning process. The learning process which was originally carried out classically (face to face) turned into non-

classical with distance learning methods, while during the Covid-19 pandemic, the portion of e-learning in the implementation of the CPNS LATSAR was more than face-to-face.

The sudden change of face-to-face learning to online learning has the opportunity to make learning unable to run optimally. There are many obstacles in online learning that have never been properly prepared (Irawati & Jonatan, 2020). With this change in learning methods, it requires the readiness of all parties to adjust to this condition both from the organizers, participants and teaching staff in order to achieve optimal learning goals for participants (Pratama et al., 2020).

The e-learning method gives lower results than the face-to-face method. One of the reasons is because of the inaccuracy in the use of material delivery techniques by the facilitator. This is what causes student competence to decline because learning is carried out using e-learning on the MOOC (Massive Open Online Courses) and Zoom applications during the Covid19 Pandemic. This is because the process of learning theory and practice is not in line or imbalance in basic education and training activities for Civil Servant Candidates (LATSAR CPNS) carried out by government agencies in the Agam Regency, Bukittinggi, West Sumatra.

The Bukittinggi Regional Human Resources Development Center Agency has carried out Basic Education and training activities for Candidates for Civil Servants (LATSAR CPNS). The training was held on January 22-May 2, 2020 while online or online. In LATSAR training activities while online, there are still many participants who complain about network problems in their respective places of residence, then there are still those who do not understand how to access applications used in learning, for

example in sending assignments that are often late, absenteeism is often forgotten.

The adjustment of learning methods that were originally carried out face-to-face turned into online or online which resulted in culture shock for both teachers and trainees. In addition, some obstacles to an unstable internet network, disagreements between teachers and participants, lack of a sense of community and lack of mastery of learning technology can also be the cause of differences in competence.

There are several factors that determine the effectiveness of online learning, including: (1) Technology, specifically ensuring that participants have easy access (eg through remote access); and the network should take minimal time to exchange documents. (2) Characteristics of the teacher, the teacher plays a central role in the effectiveness of online learning, the application of instructional technology from the teacher determines the effect on learning, the instructor who has a positive nature in the distribution of learning and understanding of a technology will tend to produce a more positive learning. (3) Characteristics of participants, participants who do not have basic skills and high self-discipline can do better learning with conventionally delivered methods, while participants who are smart and have discipline and high self-confidence will be able to do online learning methods. Learning media are facilities or instruments that encourage the effectiveness and efficiency of learning activities, especially when participants are required to study from home during the COVID-19 pandemic (Coal & Coal, 2020). Based on the opinions of several experts, the effectiveness or success of online learning methods is determined by technology, teachers and participants. especially when participants are required to study from home during the covid-19 pandemic

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There are still many participants who do not obey the rules, for example, not disciplined in the implementation of zoom by turning off the camera screen and so on. Then most participants find it difficult to use applications used in learning methods such as: LMS, MOOC, and Zoom. And lastly, I found that many participants did not understand the material given because of the signal blockage in each participant's area, then I had to repeat several more times to repeat the material I presented, so the time ran out irregularly.

Literature Review

Customer satisfaction

Understanding satisfaction according to some authors state that satisfaction is a consumer's assessment of services or product features that successfully provide fulfillment of needs at a pleasant level both below and above expectations (Guspul, 2014). Furthermore (Magimai et al., 2019) stated that satisfaction is a condition where people feel happy, happy because their desires have been fulfilled. (Saputra et al., 2020) suggests that customer satisfaction can occur when the wants and needs and expectations of customers can be met, then the customer will be satisfied.

Wexly and Yuli in Shobarudin (2015:16), define satisfaction as a way of feeling something. Satisfaction is influenced by several aspects. Satisfied customers stay loyal longer, are less price sensitive and leave positive

comments about the organization/company. Buy multiple times and invite others to buy. To create customer satisfaction, organizations/companies must create and manage systems to acquire more customers and the ability to retain customers.

Antin Yohana in Aminullah (2018), states that customer satisfaction is a post-purchase evaluation where the chosen alternative is at least equal to or exceeds customer expectations, dissatisfaction arises if the results do not meet expectations. Meanwhile, according to Kotler in Aminullah (2018), customer satisfaction is the level of one's feelings after comparing the performance or results he feels with his expectations. Consumer expectations have a big role in shaping customer satisfaction. Related to the context of consumer satisfaction, expectations are estimates or beliefs of consumers about what they will receive. While the perceived performance is the customer's perception of what he received.

Competence according to Rotwel in Abdussamad (2017) is divided into 4 as follows:

1. Technical competence is competence related to the field that is the main mission of the organization.
2. Management skills are skills related to various managerial abilities needed for the management of organizational tasks.
3. Social competence is the communication competence needed by the organization to carry out its main tasks.
4. Intellectual/strategic competence, namely strategic thinking skills with far-sightedness.

J. Supranto in Aminullah (2018) says that "satisfaction is the level of one's feelings after comparing the perceived performance/results with their expectations". So, the level of satisfaction is a function of expectations, so

customers will be disappointed if their performance does not match expectations, and conversely customers will be very satisfied if their performance exceeds expectations. Customer expectations can be shaped by past experiences, comments from relatives and promises and information from marketing or advertising and competitors.

J. Supranto in Aminullah (2018), citing Philip Kotler, suggests a method of measuring customer satisfaction, namely:

1. Directly report satisfaction, namely asking the level of customer satisfaction with the company's services, both overall and specifically, which will get answers ranging from very dissatisfied to very satisfied; which is then presented in the form of data diagrams;
2. Derived dissatisfaction, namely by asking customers to participate in assessing the quality of the current service and being asked how they think it should be;
3. Problem an analysis, namely asking what the customer's obstacles are in getting service and asking for suggestions as material for future corrections;
4. Importance/performance ratings asking customers about the importance of each service and how the company provides each service.

Research Methods

The method used in this study is a literature review, namely by collecting information from official websites, academic articles and other sources deemed relevant to inform readers about other research findings that are closely related to the research conducted at that time, to link the research. with the existing literature, as well as to fill the void of previous research (Hariyanti & Wirapraja, 2018).

The data analysis technique used in this literature is content analysis. Researchers can assess the satisfaction of the CPN LATSAR training during the COVID-19 pandemic by analyzing competence, individual behavior and participant satisfaction affecting customer satisfaction in organizing training from the official website, academic articles and other sources deemed relevant. The analysis is used to determine the presence of certain words, concepts, topics, phrases, characters, or sentences in a text or series of texts (Sari, 2021).

Results And Discussion

There are significant differences in the competencies of CPNS LATSAR participants before and during the Covid-19 pandemic. (Yuningsih, 2021). Participants of the CPNS LATSAR as well as related parties began to change the learning strategy which was originally face-to-face to online learning. The entire implementation of the CPNS LATSAR in Indonesia was impacted by the pandemic by holding online learning methods. (Widiasi, 2021) In the implementation of the basic training policy, it has been running according to its objectives, but there are still technical obstacles, namely the transition from classical learning to virtual learning, unstable internet signal strength conditions in several places and standardization of indicators for assessing attitudes and behavior participants are not optimal. (Sidik, 2021).

According to (Sri, 2020) the implementation of the blended learning system is going well, this is reviewed at the classical and online learning stages, although it is still constrained by limited infrastructure, and uneven network stability. According to (Ra'yan, 2020) online-based education and training in the midst of the Covid-19 pandemic can run effectively. The conclusions are based on indicators, namely: (1) The reactions obtained are

in the form of high participants' interest and satisfaction with the learning materials and methods in the Training activities, (2) There is an increase in learning in the form of knowledge and skills gained by the participants after the Training, (3) There is a change in the education and training activities. behavior in the form of increasing service orientation, integrity, commitment, time discipline,

Previous research on LATSAR CPNS online learning shows that it is positive and effective, although there are some notes of improvement. E-learning CPNS LATSAR learning is quite effective and able to support the process of increasing the ability of participants in understanding several training subjects. However, optimization efforts are needed starting from revamping e-learning applications, learning facilitators, and execution time. In addition, there is still a need for classical learning for effective deepening of the material because of the interactive nature between the facilitator and the participants. in strengthening understanding of the material. So the right learning method is blended learning between classical and e-learning. (Setiawan,2019)

In general, there are two important things in online learning to be effective, namely: 1) digital multimedia learning objects, and 2) learning paths which include learning guides, descriptions, learning activities that are arranged deductively or inductively that are interactive, interesting and can produce learning experiences. optimally possible. (Wahyuda and Diningrat, 2008). Active learning-based blended learning is very good to be implemented in the CPNS LATSAR. The main criteria that must be carried out are: 1) readiness of system facilities and careful planning; 2) development of complete and interesting content; and 3) regular monitoring and evaluation of the learning process. However, it still has a

weakness, namely the implementation of active learning is still not optimal because it still needs an adaptation process from lecturers and students.

Table 1.
Latsar Training Participants Satisfaction

No.	Statement Items	N	mean	TCR	Category
1.	The modules available in the application (MOOC) with self-study are clear, easy to read and understand for me.	120	4.23333333	84.6666667	Tall
2.	The quality of the training materials can increase my level of skills and knowledge	120	4.40833333	88.1666667	Tall
3.	The training material provided by widyaiswara is easy to understand and easy to apply in practice	120	4.33333333	86.6666667	Tall
4.	Latsar starts on time, according to the online event rundown	120	4.45	89	Tall
5.	I have adequate facilities (laptop and internet network)	120	4.33333333	86.6666667	Tall
6.	Material according to the training topic	120	4.51666667	90.3333333	Tall
7.	Widyaiswara's ability to answer questions from Latsar participants	120	4.65	93	Tall
8.	Ability to deliver material in accordance with the available time	120	4.51666667	90.3333333	Tall
9.	Clarity of voice and intonation of the instructor in delivering the training material	120	4.55	91	Tall
10.	The committee evaluates the abilities and knowledge of participants before and after the training	120	4.375	87.5	Tall
11.	The clarity of the tutor's voice and intonation in delivering training materials while zooming	120	4.44166667	88.8333333	Tall
12.	The online training facilities and infrastructure for latsar are complete and adequate.	120	4.40833333	88.1666667	Tall
Average		120	4.43472222	88.6944444	Tall

Source: obtained from primary data

Based on the table above, it can be seen that the implementation of the training with 120 trainee respondents was categorized as high, because the mean value was 4.43 and the TCR was 88.69%. This figure shows that the variable of the training implementation of the training participants is classified as good. In the problem the analysis indicator with the statement item "Instructor's ability to answer questions from LATSAR participants" is the highest indicator with a mean value of 4.65 and a TCR value of 93% is categorized as high. However, there are none that are classified as low or rather low.

Based on the results of data processing, it can be seen that the customer satisfaction of the LATSAR training participants with a total of 120 respondents is categorized as high, this can be seen from the mean value with a high level of respondent achievement. In this variable, the statement at point 7 gets the highest mean and TCR value than the other points in this variable, namely the mean of 4.65 and the TCR of 93% in the high category. This explains that the respondents agree on the statement that the instructor's ability to answer the questions of the LATSAR participants. While the statement in point 1 is a statement with a high value on this variable with a mean value of 4.23 and a TCR of 84.67% with a high category. This explains that respondents agree with the statement that the modules available in the MOOC application with self-study are clear and easy to read and understand. In this variable, all statements get a mean value above 4 and overall in the high category.

Research results (Yuningsih, 2021) showed that facilitated-led learning was used in the implementation of the CPNS LATSAR and participants were satisfied with the implementation of the e-Learning. This also means that the implementation of e-Learning is quite effective and able

to play a role in supporting the competency development process of CPNS LATSAR participants during the COVID-19 pandemic.

The results of the study (Efendy, 2021) can be concluded that the CPNS Basic Training with the Blended Learning model can be applied to the CPNS Basic Training in 2021 and until the CPNS Basic Training in the following years and this Blended Learning model has an impact on budget efficiency and is also effective in learning. Based on this phenomenon can be described through the pyramid skills as follows:



Dwiyogo (2012) describes the meaning of blended learning, which is a learning model that combines face-to-face with technology-based learning that can be accessed online and offline. This learning model has similarities with e-learning. Meanwhile, according to Driscoll (2002) blended learning is a learning which combines or combines various web-based technologies to achieve educational goals. Driscoll and Carliner (2005) state that there are four main interpretations associated with blended learning: (1) a mix of web-based technologies; (2) a mix of various pedagogical approaches; (3) the combination of all forms of teaching technology with face-to-face instructor-led instruction;

From some of the opinions above, it can be concluded that blended learning is learning that combines web-based learning technology and traditional ways (face to face) to achieve an educational or training goal.

Conclusion

Based on the description that has been discussed, it is concluded that that the analysis of participant satisfaction affects the satisfaction of the LATSAR training at the Bukittinggi Regional Human Resource Development Center. both from the internal environment of the LATSAR committee and the LATSAR training participants, seeing the rapid development of technology coupled with the momentum of the Covid-19 pandemic, the implementation of learning is mostly carried out using e-learning methods which are no longer limited by traditional classes and do not require physical presence. The concept of e-learning is intended as an effort to distribute learning through electronic media or the internet so that everyone can access it anytime and anywhere from all over the world. The Disadvantages of LATSAR Online Classroom Learning in online learning in previous research are unstable internet constraints,

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