

IMPLEMENTATION OF LATSAR ACTUALIZATION LEARNING FOR CPNS AT THE HUMAN RESOURCES DEVELOPMENT AGENCY OF SOUTH SULAWESI PROVINCE

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Abstract: This study aims to analyze and describe the implementation of Actualization Learning in CPNS Latsar at the Human Resources Development Agency of South Sulawesi Province and the determinant factors in the implementation of Actualization Learning at the CPNS Latsar at the Human Resources Development Agency of South Sulawesi Province. This type of research is a qualitative method. Qualitative methods through (i) triangulation of data sources through comparison of interviews and observations and the contents of related documents. (ii) Data collection techniques and through in-depth interviews with informants, observation and documentation studies. (iii) Data analysis techniques through data reduction, data presentation, data verification and drawing conclusions. The research findings show that in general the implementation of Basic Training Actualization Learning for Civil Servant Candidates at the Human Resources Development Agency of South Sulawesi Province starts from determining issues, making actualization plans, guiding actualization designs, seminars on actualization design implementation in the workplace, pre-seminar design guidance. The actualization up to the actualization seminar has been running in accordance with the Regulation of the Head of the State Administration Institution No. 12 of 2018. Although in general it has been going well, some things that are still felt to be hampering are the short time for the actualization design guidance which is only 9 hours of lessons and the pre-seminar actualization guidance which is only 2 hours of lessons, the short actualization time which is only 30 working days to complete all the existing stages, remote guidance to both coaches and mentors is still sometimes hampered by network and class infrastructure at the time of teaching. massive guidance both during the actualization plan and before the actualization seminar.

Keywords: Learning, Actualization, CPNS Latsar.

1. INTRODUCTION

The most basic training for prospective civil servants or abbreviated as Latsar CPNS or simply called Latsar is a requirement for Candidates for Civil Servants (CPNS) to be appointed as Civil Servants (PNS). Prior to 2015, it was known as Pre-service Education and Training or abbreviated as Pre-service Education and Training or simply called Prajab. In Government Regulation No. 101 of 2000 concerning education and training for the positions of State Civil Apparatus, among others stipulates the types of training for ASN/PNS. One type of training is CPNS Latsar (Class I, II, or III) which is a requirement for the appointment of Civil Servant Candidates (CPNS) to become ASN/PNS according to the groups mentioned above. The CPNS training course is carried out to provide knowledge for the formation of national insight, personality and ethics of Civil Servants, basic knowledge of the state government administration system, fields of duty and organizational culture so that they are able to carry out their duties and roles as public servants.

Civil Servants (PNS) as the main element of human resources State Civil Apparatus (ASN) have an important role in determining the success of governance and development. The figure of a civil servant who is able to play this role is a civil servant who has competence which is indicated by his attitude and behavior that is full of loyalty and obedience to the state, has good morals and mentality, is professional, is aware of his responsibilities as a public servant, and is able to become the glue of national unity and integrity.

To be able to form the figure of Civil Servants (PNS) above, it is necessary to carry out coaching through basic training (Latsar) which leads to efforts to improve:

1. Attitude and spirit of service oriented to the interests of the community, nation, state and homeland.
2. Technical, managerial, and/or leadership competence.
3. Efficiency, effectiveness and quality of the implementation of tasks carried out in a spirit of cooperation and responsibility in accordance with the work environment and organization (https://id.wikipedia.org/wiki/Petangan_Dasar_Calon_Pegawai_Negeri_Sipil)

The low public confidence in the performance of the State Civil Apparatus is due to the fact that there are many State Civil Apparatuses that do not reflect good and professional performance and are competent as public servants. Therefore, a new pattern of Pre-service Training was held which contained discussions on Accountability, Nationalism, Public Ethics, Quality Commitment, and Anti-Corruption (ANEKA). It is hoped that each participant will understand and later be able to implement these basic values when working and serving the community.

Law No. 5 of 2014 concerning State Civil Apparatus mandates Government Agencies to be obliged to provide integrated Education and Training (Diklat) for Prospective Civil Servants (CPNS) for 1 (one) year probationary period. The purpose of this integrated education and training is to build moral integrity, honesty, nationalism and nationalism spirit and motivation, superior and responsible personality character, and strengthen professionalism and field competence. Thus, the ASN Law prioritizes strengthening values and character building in printing civil servants.

The State Administration Agency translates the mandate of the Law in the form of Guidelines for the Implementation of Training as stated in the Regulation of the Head of the State Administration Agency Number 21 of 2016 concerning Guidelines for the Implementation of Basic Training for Candidates for Civil Servants Group III and Number 22 of 2016 then the Guidelines for the Implementation of Training as stipulated in the Regulation of the Head of the Institution. State Administration Number 12 of 2018 concerning Guidelines for Implementing Basic Training for Civil Servants Candidates concerning Guidelines for Organizing Basic Training for Prospective Civil Servants. This training combines classical and non-classical learning at the training site as well as in the workplace.

The learning system in the New Pattern Pre-service Education and Training requires every Pre-service Training participant to actualize the basic values of the civil servant profession, namely PNS Accountability, Nationalism, Public Ethics, Quality Commitment, and Anti-Corruption, which is acronymized as ANEKA. Through this actualization learning process, all or some of the basic values will underlie the implementation of every activity of the Basic Training participants, each participant must find and reveal the meaning behind the application of these basic values in the implementation of every activity that has been designed by the Pre-service Training participants at the place of duty or at work.

There are several series of actualization learning activities that must be carried out by each Pre-service Training participant, namely: 1) setting issues together with the Mentor, 2) preparing an actualization plan, 3) carrying out guidance activities, 4) carrying out design seminars, 5) actualizing basic values on the spot, assignments or internships, 6) compiling an actualization report, 7) presenting an actualization report.

Not all learning is carried out well. There are many problems in the implementation process. Situations like this lead to complicated problems in the implementation process. On the other hand, sometimes they do not get full support from various stakeholders, sometimes they even get challenges from interest groups and from the policy actors themselves. Individual orientation and organizational orientation will be one of the driving factors for these opposing processes.

In an implementation process, the success of its implementation is carried out in accordance with the implementation instructions and provisions made by the program maker which includes, among others, the method of implementation, implementing agents, target groups and program benefits.

Based on the author's observations in South Sulawesi, not all regions have access to the internet as one of the main needs in consulting coaches and mentors in the implementation of actualization learning in the implementation of Basic Training for Civil Servants Candidates.

Likewise, the training facilities and infrastructure at the Human Resources Development Agency have not been adequate such as classroom buildings, dormitory facilities, guidance rooms and so on when compared to the intensity of the implementation of the Latsar to accommodate Regency/City CPNS in South Sulawesi with a duration of 51 days per batch. work.

The Human Resources Development Agency of South Sulawesi Province in 2019 has carried out Latsar Cooperation with one Ministry and 20 City Regencies in South Sulawesi as many as 96 batches with 3633 participants and in 2020 as many as 14 batches with 531 participants (Source: Education and Training Sector Apparatus Leadership).

To see what the actualization learning implementation looks like in the 2019/2020 Civil Service Candidate Basic Training conducted by the Human Resources Development Agency of South Sulawesi Province, below are some Problem Formulations.

1. How is the implementation of Actualization learning in the CPNS Latsar of the Human Resources Development Agency of South Sulawesi Province?
2. What are the determining factors in the implementation of Actualization learning in the CPNS Latsar of the Human Resources Development Agency of South Sulawesi Province?

2. LITERATURE REVIEW

Basic Training (Latsar) CPNS

The most basic training for prospective civil servants or abbreviated as Latsar CPNS or simply called Latsar is a requirement for Candidates for Civil Servants (CPNS) to be appointed as Civil Servants (PNS). Prior to 2015, it was known as Pre-service Education and Training or abbreviated as Pre-service Education and Training or simply called Prajab. In Government Regulation No. 101 of 2000 concerning education and training for the positions of State Civil Apparatus, among others stipulates the types of training for ASN/PNS. One type of training is CPNS Latsar (Class I, II, or III) which is a requirement for the appointment of Civil Servant Candidates (CPNS) to become ASN/PNS according to the groups mentioned above. The CPNS training course is carried out to provide knowledge for the formation of national insight, personality and ethics of Civil Servants, basic knowledge of the state government administration system, fields of duty and organizational culture so that they are able to carry out their duties and roles as public servants.

In Law Number 5 of 2014 it is emphasized that every State Civil Apparatus employee has the right and opportunity to develop competence, among others through education and training, seminars, courses, and upgrading. Furthermore, it is more specifically regulated in Government Regulation Number 11 of 2017 concerning ASN Management, namely the importance of developing ASN which is carried out in an efficient and effective manner.

With the mandate of the Law, the apparatus training institution, namely the State Administration Agency (LAN) to improve the quality of training development competencies has carried out training reforms, with changes in the pattern of organizing apparatus training, including the Basic Training of Civil Servant Candidates (CPNS). through changes in curriculum and learning patterns as well as an emphasis on character building. This is regulated in Law No. 5 of 2014 concerning ASN, and LAN Regulation No. 24 of 2017 concerning Guidelines for the Implementation of Basic Training for Candidates of Civil Servants Group II, and LAN Regulation No. 25 of 2017 concerning Guidelines for the Implementation of Basic Training for Candidates for Civil Servants Group III. Then LAN Regulation No. 12 of 2018.

Civil Servants (PNS) as the main element of human resources State Civil Apparatus (ASN) have an important role in determining the success of governance and development. The figure of a civil servant who is able to play this role is a civil servant who has competence which is indicated by his attitude and behavior that is full of loyalty and obedience to the state, has good morals and mentality, is professional, is aware of his responsibilities as a public servant, and is able to become the glue of national unity and integrity.

It is necessary to carry out coaching through basic training (Latsar) which leads to efforts to improve:

1. Attitude and spirit of service oriented to the interests of the community, nation, state and homeland.

2. Technical, managerial, and/or leadership competence.
3. Efficiency, effectiveness and quality of the implementation of tasks carried out in the spirit of cooperation and responsibility in accordance with the work environment and organization.

In accordance with the provisions in Government Regulation no. 101 of 2000, Latsar CPNS (Class I, II, and III) aims;

1. Improving knowledge, expertise, skills and attitudes to be able to carry out tasks professionally based on the personality and ethics of Civil Servants (PNS) in accordance with the needs of the agency.
2. Creating an apparatus capable of acting as a reformer and glue of national unity and integrity.
3. Strengthen the attitude and spirit of service-oriented service, protection, and community empowerment.
4. Creating a common vision and dynamics of mindset in carrying out general government and development tasks for the realization of good and right governance.

Actualization

The word "actualization" comes from the root word "actual" which means real / really happens / actually exists. By referring to this understanding, actualization has an understanding as a process to make the knowledge and understanding that has been possessed regarding the substance of the training subjects that have been studied can be actual / real / occur / actually exist. In other words, actualization is a form of Participant's ability to translate theory into practice, convert concepts into constructs, turn ideas into activities (reality).

In line with this, in the learning system for the Basic Training of Civil Servants Candidates, each training participant is required to be able to actualize the substance of the learning material that has been learned through the process of self-acustoming which is facilitated in the learning of the Habituation agenda. The Habituation Agenda learning facilitates participants to carry out learning activities to actualize the training subjects that have been studied (training subjects on National Insight and State Defense Values, Analysis of Contemporary Issues, State Defense Preparedness, Civil Servant Accountability, Nationalism, Public Ethics, Quality Commitment, Anti-Corruption, ASN Management, Public Service, and Whole of Government). Through this learning agenda, participants will be provided with the conception and actualization stage, the preparation and presentation of the actualization plan, the actualization implementation in the workplace and the presentation of the actualization results in the workplace by presenting various relevant learning evidence.

3. RESEARCH METHODS

This study uses a qualitative approach by collecting data in as much detail as possible and then reviewing it in order to obtain a complete picture of the object under study so as to obtain the truth. This study aims to reveal the Implementation of Learning Actualization Basic Training for Civil Servant Candidates in the Human Resources Development Agency of South Sulawesi Province.

Sources of data in this study are: Head of the Human Resources Development Agency of South Sulawesi Province, Division of Education and Training of Apparatus Leadership, Head of Sub-Sector of Pre-service Education and Training, and 3 people each from the elements of Coach, Mentor and Alumni. 3 Widyaaisawara who have been coaches in the CPNS Latsar are Harifudding, S.Pd., M.Si, Ir.A. Hamdani, M.Si, and Drs. Abdullah Nasir, M.Si, 3 Alumni Mentors for CPNS Latsar Participants, namely Ali Taba, SKM from Sidrap Regency, Sukmih, S.Sos from Wajo Regency, Arfah, SH from Jeneponto Regency, and 3 alumni of CPNS Latsar participants, namely Ajip Risal from Jeneponto Regency, Yulianti Hayat from Sidrap Regency, and Sri Endah Hastuti from Wajo Regency. To increase the accuracy of the results of the study, 35 people from the Sidrap 4 district in 2020 were also taken from one of the batches of CPNS Latsar participants. The data used in this study include two types of data, namely primary data and secondary data, as described in the subject of research data sources (informants).

The process of data analysis in this research is essentially done to find a pattern, by studying, and examining all available data from various sources obtained from direct observation, interviews that have been written down through field notes, and from various documents, to determine the part of the data analysis process. -parts, the relationship between studies, and the relationship to the whole. This is intended to increase understanding of all the things collected, which in turn presents what can be found.

4. RESEARCH RESULTS AND DISCUSSION

Actualization Learning is one of the stages in the implementation of Basic Training for Civil Servant Candidates to actualize the substance of the learning material that has been learned through a process of self-acustoming which is facilitated in the learning of the Habituation agenda. The Habituation Agenda learning facilitates participants to carry out learning activities to actualize the training subjects that have been studied (training subjects on National Insight and State Defense Values, Analysis of Contemporary Issues, State Defense Preparedness, Civil Servant Accountability, Nationalism, Public Ethics, Quality Commitment, Anti-Corruption, ASN Management, Public Service, and Whole of Government).

Through this learning agenda, participants will be provided with the conception and actualization stage, the preparation and presentation of the actualization plan, the actualization implementation in the workplace and the presentation of the actualization results in the workplace by presenting various relevant learning evidence.

The implementation of actualization learning for CPNS Latsar participants goes through several stages in accordance with the Regulation of the Head of LAN RI No. 12 of 2018 which consists of setting issues, preparing actualization plans, conducting coaching both before and after actualization, conducting actualization design seminars, carrying out actualization activities in the workplace /internships, pre-seminar guidance on Actualization Reports, compiling actualization reports, and seminars on actualization reports.

The Regulation of the Head of LAN RI No. 12 of 2018 is the basis for the Implementation of Basic Training for Candidates for Civil Servants, especially the Actualization Learning Agenda. Referring to the Regulation of the Head of LAN, it can be used as an indicator of the success of the implementation of Actualization Learning in the Basic Training of Civil Servants Candidates held at the Human Resources Development Agency of South Sulawesi Province.

1. Setting the Issue

Based on the Regulation of the Head of LAN RI No. 12 of 2018 concerning Guidelines for Organizing Basic Training for Civil Servant Candidates which includes actualization learning. So it can be concluded that the results of the study show both the participants of the CPNS Latsar class 4 and from the resource persons that the determination of issues which is the initial stage of actualization learning has been going well at the Human Resources Development Agency of South Sulawesi Province. Participants are assigned to explore several issues that occur in the agency and then submitted to the Mentor and then determined. Determining this issue is under the authority of the Mentor because it is considered that he is the one who knows best about the conditions and problems faced by the agency.

The importance of the idea of this issue is well explored as stated by Regester and Larkin that an issue represents a gap between corporate practice and the expectations of its stakeholders. In other words, an issue that comes to the surface is a condition or event, both inside and outside the organization, which if left unchecked will have a significant effect on the function or performance of the organization or on the organization's targets in the future (Regester and Larkin: 2003).

2. Making an Actualization Plan

In designing the actualization, several stages are carried out, namely identifying, compiling and determining issues that must be resolved, submitting ideas and solutions to the Mentor for approval, proposing a theme for the stages of activity, and the outputs to be produced. All activities are related to the training subjects of Public Service, Whole Of Government, and ASN Management. Then the activity implementation plan must be described based on the values of Accountability, Nationalism, Public Ethics, Quality Commitment and Anti-Corruption.

The implementation of making the actualization plan with only one day of mentoring time (9 JP) by some informants was deemed too short. Because participants are also faced with various schedule activities such as other training materials. Whereas the loose guidance time will make the participants more flexible to work on and consult with the coach if there are obstacles. As stated by Muhammad Surya that guidance is a process of providing continuous and systematic assistance from mentors to those who are guided in order to achieve independence in self-understanding and self-realization, in achieving optimal levels of development and adjustment to their environment (Surya: 2003: 2). This shows that mentoring requires a process.

In line with Surya, Dewa Ketut Sukardi also said that guidance is a form of assistance given to individuals on an ongoing basis in order to develop their abilities as optimally as possible, and help individuals to understand themselves, accept

themselves, direct themselves, and realize themselves according to their potential and abilities. so that the individual concerned is able to face and overcome various difficulties in his life independently (Sukardi: 2003)

From some opinions that the guidance of a process, both the Coach, Mentor and organizers must work together so that the Latsar participants can complete the actualization plan before the Actualization Design Seminar is held.

3. Actualization Design Guidance

In accordance with the guidelines for the Implementation of Basic Training for Civil Servant Candidates based on the Regulation of the Head of LAN RI No. 12 of 2018, Latsar participants are accompanied by two supervisors, namely Coach and Mentor. The Coach is a Widyaiswara from the Human Resources Development Agency of South Sulawesi Province and the Mentor is the participant's direct supervisor.

The two supervisors provided guidance to the participants of the Basic Training for Candidates for Civil Servants at the Human Resources Development Agency for the Province of South Sulawesi. Mentors provide guidance remotely by utilizing various communication media such as telephone, whatsapp, email and others. This remote guidance is carried out because the position of the participants is still in class while the Mentor is at work.

Meanwhile, mentoring with the coach is carried out by utilizing the time between participants' breaks and massive or in-class guidance (9 JP) according to the time allocated based on the guidelines for organizing Latsar.

The time of 9 hours of massive or in-class guidance lessons is considered very short to complete the actualization plan. Because at that time it was also required that there was an actualization plan that had to be completed for the seminar the next day. Likewise, the lack of facilities for consultations which require four classes per class, while there are several classes which are sometimes opened simultaneously.

Under such conditions, both participants, mentors and coaches must adapt to the circumstances. For example, Mentors always spend time at all times serving remote consultations with Latsar participants. The coach makes an appointment with the participants outside of the specified hours to carry out the guidance at a mutually agreed place and time by utilizing various office facilities, for example in gazebos and parks within the scope of the Human Resources Development Agency of South Sulawesi Province.

Guidance facilities and infrastructure for learning are so important, this is in accordance with what was stated by Gunawan that the Teaching and Learning Process (PBM) or learning activities will be more successful if supported by adequate learning facilities, so that the government always strives to continuously equip learning facilities for all education level, so that the country's physical wealth in the form of learning facilities has been very large (Gunawan, 2002).

Thus, both facilities and infrastructure can support the success of learning as stated by Mulyasa, that educational facilities are equipment and supplies that are directly used and to support the educational process, especially in the teaching and learning process, such as buildings, classrooms, tables, chairs and other tools. teaching tools and media. As for what is meant by educational or teaching infrastructure in the learning process, such as school yards, school gardens, school gardens, and roads leading to schools Mulyasa (2007: 49). In addition, Ibrahim stated that educational facilities are all equipment, materials, and furniture that are directly used in the education process in schools, while educational infrastructure is all basic equipment that indirectly supports the implementation of the educational process (Ibrahim Bafadal (2004: 2).

4. Actualization Design Seminar

This design seminar is a stage where participants present the things that will be done during the actualization learning. Starting from the things behind the problems, solutions or creative ideas to solve problems, processes and the linkage of ASN values.

The components that are presented in front of the examiner team according to the guidelines for the implementation of the Basic Training for Civil Servant Candidates are the issues and their background, the selection of core issues, the activities to be carried out based on the values of the State Civil Apparatus, the contribution to the vision and mission organization and organizational values and the impact if these activities are not carried out.

In the actualization seminar, participants were accompanied by coaches and mentors. The coach is in charge of moderating and organizing the seminar and providing a descriptive assessment of the participants' ability to carry out the

actualization plan. Meanwhile, the Mentor is tasked with providing reinforcement and clarification of what was stated by the participants in accordance with what was stated in the seminar as well as providing a descriptive assessment of the participants' ability to carry out the actualization plan.

The actualization design seminar which was held for the participants of the Basic Training for Civil Servant Candidates at the Human Resources Development Agency of South Sulawesi Province was accompanied by a Mentor to provide assistance and strengthen what was stated by the participants in accordance with the actualization plan that had been made.

Based on the description of the facts found in the field from several informants, it can be concluded that the implementation of the seminar on the actualization of CPNS Basic Training participants at the Human Resources Development Agency has gone well based on the Guidelines for the Implementation of CPNS Basic Training in accordance with the Regulation of the Head of LAN RI No. 12 of 2018.

5. Carrying out Updates in the Workplace

The actualization learning at work carried out by Latsar participants lasted for 30 working days. During this time period, all stages are actualized according to what has been previously designed.

These activities are carried out with facilitation and assistance from Mentors. Mentors provide technical guidance on the implementation of the entire step-by-step. So when there are obstacles faced by participants, they must convey them to the Mentor for facilitation and solutions.

Meanwhile, guidance with the Coach is carried out remotely on all progress of the actualization implementation, including if there are changes from the agreed plan. Participants must periodically submit all progress of the actualization implementation according to the mutually agreed time and communication media.

a. Relevance of actualization to Main task

Judging from the relevance of the actualization with the main tasks of the CPNS Latsar participants carried out at the Human Resources Development Agency of South Sulawesi Province according to the results of research from the 4th Latsar Participants in Sidrap Regency in 2020 as well as from several resource persons who have been interviewed, it can be concluded that all participants carry out the actualization in accordance with main tasks.

The implementation of actualization in accordance with the main task is a characteristic of the professionalism of an employee, both shown by a mentor and a training participant who always prioritizes the main task in actualization compared to other tasks.

The assignment from the Mentor to carry out actualization in accordance with the main task is of course a form of commitment so that the CPNS Latsar participants are professional in their work as stated by Kurniawan that professionalism is defined as a person's ability and skill in doing work according to their respective fields and levels. Professionalism concerns the match between the abilities possessed by the bureaucracy and the needs of the task (Kurniawan: 2005).

b. Mentor activity in providing guidance and facilitation

Judging from the activeness of the Mentor in providing guidance on the actualization of both the results of processing research data through the google form for Latsar CPNS participants class 4 Sidrap Regency as well as the results of interviews from several resource persons, it can be concluded that in the implementation of the actualization of participants, in general, Mentors actively guide and facilitate the Latsar participants if needed.

c. Coach's activeness and communication in providing guidance

The success of participants in carrying out actualization in the agency cannot be separated from the guidance of a coach. Coach always provides guidance and asks for the progress of the implementation of the actualization periodically to the Coach according to the agreed time and communication media.

Based on the results of research on participants of Latsar CPNS Sidrap Regency batch 4 and several research sources, it can be concluded that coaches and participants are very active in guidance with long-distance communication using communication media such as telephone and WhatsApp.

This remote guidance, for some participants, sometimes experiences network problems or obstacles or telephone or internet connections because not all regions in Indonesia, especially in South Sulawesi. This is in line with what was stated by Putra that in distance learning "We found several problems that became obstacles in the implementation of distance learning, such as the limitations of technology, equipment, resources, skills and qualities of the instructors that had not been met, which became several inhibiting factors in the implementation of distance learning. (Putra, et al, 2020:180). In distance learning, "The internet is the biggest obstacle in its implementation, such as server downtime, and network disturbances, these obstacles can hinder the success of learning" (Aldina, 2020: 2). It can be concluded that, distance learning has obstacles in its implementation, such as network limitations, and limitations on the use of media in learning and others.

One of the distance learning media such as mentoring that is widely used today is Whtsapp. WhatsApp media has several advantages. The advantages of WhatsApp Media are that it is easy, practical, fast to save internet data, and can be accessed only by cellphone, has various features that can be used to support communication such as the New Group, New Broadcast, WhatsApp Web, Starred Messages and Besides the advantages, WhatsApp media also has drawbacks such as no face-to-face interaction with the supervisor so that when something is forgotten, it must be repeated over the network. Likewise, the internet network has not been well-reached in all remote villages in Indonesia.

From the results of several informants who have been interviewed, it can be concluded that the results of the research for one batch of CPNS Latsar Sidrap Regency that the actualization implementation has been running in accordance with the guidelines for the CPNS Latsar implementation although there are still some perceived obstacles such as the short time of actualization which is only 30 working days and communication media long distance which is sometimes constrained by the network. Even though good communication in learning is very important so that learning objectives can be achieved as expected.

Communication is an interaction between the teacher and the learner, so the better the communication, of course, the more appropriate the message conveyed and received by the learner because the communication is effective. This is in accordance with what was stated by Sutirman that the quality of learning is influenced by the effectiveness of the communication that occurs in it (Sutirman.wordpress.com/communication-effective-dalam-pembelajaran 2006).

d. Actualization Timing and other Tasks

To ensure proper implementation of actualization in the Agency, it is necessary to arrange time and daily routine tasks in the office. For this reason, the role of mentors in providing time slack is very important and is expected by CPNS Latsar participants.

Based on the results of research from participants of Latsar Batch 4 in Sidrap Regency in 2020 and interviews with several sources, it can be concluded that participants are generally given leeway to carry out their actualization along with other tasks.

Giving time slack by superiors is a form of leadership support for subordinates in developing careers as Candidates for Civil Servants. According to Mahendra (2016) "Superior support is the involvement of managers in providing the necessary resources.

A successful mentor according to Robbins, is a mentor who successfully teaches his students, navigates things that arise in the early career journey and directs them effectively and how to direct them to face problems by minimizing the stress that occurs. The mentor's commitment in this case is considered critical enough for the effectiveness of his development and mentoring (Robbins et al: 2008).

Mentors who are connected with their students will understand what to do by developing according to the strengths that exist in the abilities of their students.

e. Support from Colleagues (colleagues)

Success in carrying out tasks in the office cannot be separated from the support of our colleagues or co-workers. Likewise, the implementation of the actualization of the CPNS Latsar in the agency needs to get support from colleagues.

From the results of research conducted on participants of Latsar CPNS Sidrap Regency Batch 4 and interviews from various sources, it can be concluded that Latsar participants received support from or colleagues with different contributions so that they were able to complete the actualization in accordance with the allotted time.

Blanchard and Thacker (2007: 196) define peer support as the encouragement and assistance that participants receive from their co-workers. Peer support reflects the extent to which peers behave in ways that optimize participants using on-the-job learning

According to Ayu & Adnyani (2017), social support refers to caring, self-esteem, comfort, or any other form of assistance that people receive. another or group. Mamatha & Prasad (2018) state that social support is support obtained from superiors, co-workers and family, people around who will come to help voluntarily if they have serious and unexpected problems.

From the results of several informants who have been interviewed, it can be concluded that the results of the research for one batch of CPNS Latsar Sidrap Regency that the actualization implementation has been running according to the guidelines for the CPNS Latsar implementation although there are still some perceived obstacles such as the short time of actualization which is only 30 working days which is considered less actualizing, and habituate well, and long-distance communication media which are sometimes constrained by the network. Even though good communication in learning is very important so that learning objectives can be achieved as expected. However, the addition of CPNS back-up time will have consequences on the budget for the implementation of the training.

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6. Pre-Seminar Guidance on Actualization and Preparation of Actualization Reports

Pre-Actualization Guidance for CPNS Latsar participants at the Human Resources Development Agency of South Sulawesi Province is carried out in class after the actualization is carried out for 30 working days.

This pre-actualization guidance is allocated with 2 hours of massive lessons in classes according to each coach group. Guidance is carried out by the coach to the participants to complete the actualization report that has been carried out in the workplace complete with supporting evidence for each stage that has been carried out.

The mentoring time which was only 2 hours of lessons was assessed by several Latsar participants and the informants were very short to complete the actualization report. For this reason, the coach and the participants must spend time outside the time provided by the organizer.

Participants and coaches provide additional guidance by utilizing office facilities such as gazebos, parks within the Southern Province Human Resources Development Agency or online according to the mutually agreed time and communication media.

The importance of allowances for guidance time, guidance facilities and infrastructure and communication networks in remote guidance so that it is carried out properly has been discussed previously.

7. Actualization Report Seminar

The seminar on the actualization of the participants in the Basic Training of Candidates for Civil Servants at the Human Resources Development Agency was conducted after the actualization of the participants in the workplace for 30 working days. The things that are presented by the participants are all stages of the actualization implementation accompanied by evidence of activities or implementation documents during the actualization process.

Similar to the actualization design seminar, at this actualization seminar, Latsar participants are also accompanied by a Coach and Mentor. The coach acts as a moderator or organizes the actualization seminar and provides a descriptive assessment of the actualization that has been carried out by the participants. Meanwhile, the role of the mentor is to provide reinforcement and clarification of what has been conveyed and has been done by the participants during the actualization in the workplace.

Thus, what has been stated by some of the informants mentioned above can be concluded that the seminar on the actualization of CPNS Latsar participants at the Human Resources Development Agency of South Sulawesi Province is in accordance with the Guidelines for the Implementation of Training for Candidates for Civil Servants based on the Regulation of the Head of the State Administration No. 12 of 2018.

5. CONCLUSION

From the results of the research that has been stated previously, it can be concluded that in general the implementation of learning the actualization of the Basic Training of Civil Servant Candidates at the Human Resources Development Agency of South Sulawesi Province starts from determining the issue, making the actualization plan, guiding the actualization design, seminars on the actualization design implementation in the South Sulawesi Province. workplace, pre-seminar guidance on the actualization design to the actualization seminar has been running in accordance with the Regulation of the Head of the State Administration Agency No 12 of 2018.

Although in general it has been going well, some things that are still felt to be hampering are the difficulty of identifying issues because there is not enough time to work, one has to follow the CPNS Latsar, the time for guidance on the actualization design is only 9 hours of lessons and the pre-seminar guidance for actualization is only 2 hours of lessons. the actualization which is only 30 working days to complete all the existing stages, remote guidance both to coaches and mentors is still sometimes hampered by network and class facilities during massive mentoring both during the actualization plan and before the actualization seminar.

6. RECOMMENDATION

Several recommendations can be put forward in accordance with the results of the research that has been carried out as follows:

1. The actualization design guidance time which is 9 hours of lessons should be extended to 12 JP or 18 JP and the pre-seminar guidance of the actualization results should be increased from 2 hours of lessons to 9 hours of lessons. Of course, this additional time will result in an additional budget.
2. The time for acculturation should be extended, which is not only 30 working days but the time that allows participants to carry out acculturation and habituation well, which is 60 working days so that they can really get used to it. This addition, although it does not directly affect the budget, will have consequences for the length of the implementation of the CPNS Latsar.
3. It is recommended that the class facilities at the South Sulawesi Human Resources Development Agency be expanded so that it can accommodate all participants to carry out massive mentoring both during the actualization plan and before the actualization seminar.

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