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PARTICIPANTS' REACTIONS TO THE IMPLEMENTATION OF MOOC IN THE LATSAR CPNS TRAINING IN THE MINISTRY OF LAW AND HUMAN RIGHTS

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A B S T R A C T S

This study aims to explain how the participants of LATSAR CPNS (basic training for prospective civil servants) at the Ministry of Law and Human Rights of Indonesia respond to Massive Open Online Courses (MOOCs) learning. This study is a quantitative study using a questionnaire with a sample of 296 LATSAR CPNS participants. From this study, it can be concluded that the training participants gave a positive response to the MOOC LATSAR CPNS at the Ministry of Law and Human Rights, especially regarding the learning objectives, training materials, learning processes, assessment systems and ease of accessing the portal. In the evaluation of learning outcomes, participants also felt an increase in knowledge when comparing their knowledge before and after participating in MOOC training. This study illustrates a good opportunity for the application of the MOOC learning method for the development of civil servant competencies widely, both within the Ministry of Law and Human Rights and other government institutions.

Keyword: MOOC (Massive Open Online Course), Basic Training, Competency Development Civil Servants.

A R T I C L E   I N F O

1. INTRODUCTION

MOOC, short for Massive Open Online Learning, is a method of online learning that can be followed massively. The term was first coined by Dave Cormier for an online course Connectivism & Connective Knowledge developed in 2008 (Bozkurt et al., 2016) and in 2011 the same term was also used by Sebastian Thrun from Standford University for an Artificial Intelligence (AI) training, which is an open access training attended by 160,000 participants from 190 countries (Bozkurt et al., 2016). Until 2012, the New York Times called it the "Year of MOOC" (the year of MOOC), to describe the breadth of MOOC development marked by the birth of many online training providers who pioneered the use of MOOC platforms such as Coursera, IDX and Udacity.

Unlike other online training, MOOC learning components are asynchronous, allowing participants to learn flexibly according to their own time and preferences (Albelbisi, 2019; Safri et al., 2020). In general, MOOCs consist of learning materials (often in the form of textbooks, audio, video, etc.), learning evaluations (quizzes, exams, questionnaires, etc.) and discussion forums to facilitate collaboration between participants (Doherty et al., 2015; Husna, 2019). All services in MOOCs are basically free, but some programs are also offered in paid or paid versions when participants want certificates (Dillahunt et al., 2014).

Until now, the use of MOOCs continues to grow and more and more platforms are collaborating with leading educational institutions in the world to provide training in accordance with scientific developments (Lubis et al., 2020; Thomas and Nedeva, 2018). The development of MOOCs is quite significant and promising not only for developed countries but also for developing countries (Bozkurt et al., 2017; Lubis et al., 2020; Schuwer et al., 2015; Trehan et al., 2017). As previously explained, MOOCs developed in the United States as a pioneer in the development of digital learning, and this trend continues to grow today (Bozkurt et al., 2017; Daniel, 2012; Thomas and Nedeva, 2018). The development of MOOCs in China is also quite promising, they have their own MOOCs platform called XuetangX. XuetangX has the third largest MOOCs participants in the world after eDX and Coursera (Trehan et al., 2017). India also has the most MOOCs participants from Asia (Trehan et al., 2017). Likewise, Europe, which is one of the main players in digital learning, continues to develop MOOCs (Schuwer et al., 2015).

Currently, several MOOC platforms are also available and growing quite rapidly in Indonesia (Lubis et al., 2020; Nurhudatiana et al., 2019). One of the platforms with the largest number of trainings is Indonesia X, which in running MOOCs collaborates with various universities, institutions and practitioners from various fields (Lubis et al., 2020). Universities in Indonesia use MOOCs a lot and even dominate them in Indonesia (Lubis et al., 2020; Nurhudatiana et al., 2019). In addition, the use of MOOCs has also been implemented in several government institutions, including the Ministry of Finance in its Kemenkeu Learning Center (Hartati and Iskandar, 2021). In addition to the Ministry of Finance, the Financial and Development Supervisory Agency (BPKP) has also developed MOOCs for training related to Development Supervision (Evianto, 2020).

Since 2021, the State Administration Institute (LAN) has utilized MOOCs in implementing Latsar Training (LATSAR) for all CPNS in Indonesia. MOOC developed by LAN is part of the overall LATSAR training program. Of the total 40 days of LATSAR training, 16 days are MOOC components. The MOOC is combined with online training developed by each training institution. The implementation of MOOC in LATSAR is a breakthrough from LAN to

present a standardized form of learning for all ASN Candidates in all Ministries and Institutions within the Government.

The Ministry of Law and Human Rights (Kemenkumham) is one of the agencies that also organizes LATSAR for prospective ASN within the agency with more than 60 thousand participants. In addition, the Ministry is one of the Ministries that has employees spread throughout the territory of the Republic of Indonesia with its own challenges in efforts to fulfill the development of the competencies of all employees. The implementation of MOOC in the LATSAR training organized by the Ministry of Law and Human Rights is expected to be a picture of the opportunities for implementing MOOC on a wider scale, especially in supporting efforts to develop ASN competencies within the Ministry of Law and Human Rights in the future. This is not only limited to internal ASN Kemenkumham but also ASN in the field of Law and Human Rights from various Ministries and Institutions.

As a relatively new method, many do not yet know the benefits of MOOC. Here are some of the benefits of MOOC. First, the program is open and free so that it can facilitate unlimited participants from all over the world and can even access classes from the best universities that have MOOC programs (Daniel, 2012; Thomas & Nedeva, 2018). Therefore, MOOCs are a strategic platform to achieve equal opportunities in education (Dillahunt et al., 2014). This accessibility can also benefit those who work and want to improve their skills so they don't have to leave their jobs, so MOOCs can be an important instrument in supporting long-live learning in accordance with the SDG goals (Kala and Meet, 2021). Second, because participants come from different countries and backgrounds, this can encourage global collaboration (Bonk et al., 2018; Schuwer et al., 2015). Participants with various backgrounds can share insights and perspectives in the collaboration space facilitated by MOOCs. Third, MOOCs can utilize learning analytics, which is an analysis that evaluates learning programs more comprehensively by utilizing information technology (Shukor and Abdullah, 2019). In the mass learning process, the learning development of each participant may not be facilitated traditionally, but the system is able to help control and find anomalous records to then be followed up by intervening for the next learning process.

In addition, several studies have shown that training in MOOCs has a fairly high level of participant enthusiasm, indicated by the large and increasing number of participants taking part in the MOOC program (Kala and Meet, 2021). The enthusiasm of the participants has an effect on increasing the attention of education providers to open more access to education (Thomas and Nedeva, 2018). The increase in enthusiasm for MOOC participants has occurred since the early years of MOOCs. In the early days, one of the popular MOOCs was a free training entitled Learning How to Learn, MOOC from McMaster University on the Coursera platform (Oakley and Sejnowski, 2019). This course has attracted almost 2.5 million people in the four years since 2014. This fact can illustrate that this learning method can have a much wider impact when compared to other learning opportunities.

However, several studies have shown that the high number of participants is not directly proportional to the graduation rate or the number of participants who complete a training using the MOOC method. A study of training on Coursera showed that the number of participants who actively participated in all learning components was less than 10% of the total participants (Albelbisi, 2019; Poellhuber and Roy, 2019). Most studies show that completion rates remain the biggest challenge in MOOCs due to the lack of engagement that guarantees commitment from learners (Albelbisi, 2019; Poellhuber and Roy, 2019). In

addition, the high number of participants is also associated with the nature of MOOC training which requires good self-regulated learning skills (Albelbisi, 2019). Other studies show that after about ten years of MOOC development and implementation, the MOOC platform is still dominated by groups of students from privileged groups (Dillahunt et al., 2014; Kala and Meet, 2021). Participants are dominated by those who are educated, wealthy, male, and from developed countries (Dillahunt et al., 2014). This is a challenge in implementing MOOCs because one of the goals of MOOCs is democratization in education.

In the context of ASN training, MOOCs are primarily useful in two ways. First, because MOOC training is designed to accommodate a very large number of participants, the method allows for the facilitation of competency development in large numbers as well. This is certainly strategic and potential for handling the achievement of the number of ASN who get access to competency development. Moreover, there are still many government institutions that are constrained in fulfilling the quantity of competency development for their employees, especially institutions or ministries with a large number of employees. The next benefit is, in accordance with the 2020-2024 National Medium-Term Development Plan (RPJMN) which targets world-class ASN by 2024, introducing and familiarizing with the MOOC method can be a bridge to familiarize ASN with world-class training formats. With the large growth of MOOCs both on a national and international scale, it is only natural that ASNs do not only rely on learning provided from within the organization. ASNs can access various training, both free and paid, from various available training, including from leading universities in the world. With this, the opportunity to always be updated with global developments and information can be further facilitated.

2. RESEARCH METHODS

This research is a quantitative research using a questionnaire to obtain primary data. This research was conducted on CPNS LATSAR training participants with a sampling of 296 people from a total of 1,159 Ministry of Law and Human Rights Latsar participants. The questionnaire was distributed digitally using a Google form. The questionnaire was used to obtain primary data from participants who were expected to have objective opinions about the MOOC LATSAR. MOOC LATSAR CASN 2021 was carried out online as MOOCs are usually held, so that participants took LATSAR from their homes or places of work. MOOC LATSAR Ministry of Law and Human Rights organized by BPSDM Law and Human Rights is divided into four waves with a time span from April 21 to October 29, 2021.

This research focuses on evaluating participant reactions in the form of participant perceptions of the learning program and participant perceptions of learning outcomes. Evaluation is an important element to ensure that learning programs can achieve the expected learning outcomes. Kirkpatrick's four-level evaluation model is seen as a comprehensive and systematic approach to aligning criteria for the effectiveness of learning programs by adapting the training evaluation framework in organizations. Broadly speaking, there are four levels in Kirkpatrick's evaluation scheme. Level one focuses on participants' reactions to a program, level two focuses on learning outcomes, level three focuses on behavioral change, and level four focuses on institutional change. Of the four levels, the first and second levels are the most relevant to this study, as they can help answer research questions related to participants' reactions and learning outcomes.

First, the researcher will measure participants' reactions to the training method. The researcher asked several participants in a questionnaire to explore questions related to their

perceptions of several things, namely learning objectives, learning materials, learning processes, MOOC portals, and assessment systems. Second, the researcher evaluates learning outcomes in the form of increased knowledge. Given that there is only an evaluation at the end of learning, the evaluation we conducted on learning outcomes is based on participants' perceptions of the increased knowledge they gained during the training. Based on the questionnaire, researchers can collect information regarding the challenges and opportunities for implementing MOOC-based competency development programs within the Ministry of Law and Human Rights.

3. RESULTS AND DISSCUSION

3.1. Learning Objectives

Understanding learning objectives at the beginning of the learning process is an important stage in online-based training. This needs special attention considering that MOOCs do not have direct communication facilities between participants and instructors or program developers. From **Table 1**, it can be seen that at least 60% of respondents strongly agree with the statement of understanding the learning objectives provided at the beginning. However, although the overall agreement index reached 90%, it turned out that there were still less than 1% of respondents who stated that they did not agree. Of course, this needs attention for further evaluation material.

Table 1. Learning Objectives

Questions	Strongly agree	Agree	Neutral	Less Disagree	Disagree	Indeks
I understand the learning objectives of Latsar which were given at the beginning of the activity.	62,20%	34,10%	3,00%	0,70%	0,00%	91,60%

The results of the questions (Table 1) support previous research stating that even though there is no direct interaction between instructors and participants, MOOC participants understand the learning objectives provided at the beginning of the learning (Manalo, 2014). This is a good start and needs attention, especially in developing MOOC-based training, so that participants can still carry out the entire learning process in an independent learning scheme.

3.2. Learning Materials

Questions regarding learning materials, participants also gave quite positive responses to the questions given which can be seen in **Table 2**. With an index of around 90% for both module and multimedia materials. Participants agreed that the module materials provided in the LATSAR learning design were quite adequate and easy to understand. While multimedia materials were considered interesting and relevant to learning objectives. However, there were still participants who stated that they were neutral, disagreed or even disagreed. This can be explored further by factors that could possibly influence.

Table 2. Learning materials

	Questions	Strongly agree	Agree	Neutral	Less Disagree	Disagree	Indeks
1	I feel the number of modules provided is sufficient to understand the learning material.	59,10%	37,50%	2,70%	0,70%	0,00%	91,00%
2	I find the learning modules available easy to understand.	51,70%	40,50%	6,10%	1,70%	0,00%	88,40%
3	I found the available multimedia materials (Videos) interesting.	55,10%	36,10%	6,40%	2,00%	0,30%	88,70%
4	I feel the available multimedia materials (Videos) are relevant to the learning objectives.	56,40%	37,80%	5,10%	0,70%	0,00%	90%

The general results (**Table 2**) related to the material are relevant to several previous studies that the material provided in MOOC is sufficient and relevant to support learning (Goh et al., 2018; Manalo, 2014). However, in contrast to the data in this study, (Manalo, 2014) found a fairly large distribution of neutral responses. He said that in many MOOC trainings, not all participants actually downloaded the material provided so that they could not provide a complete picture of the material. In addition, participants described that the material was sufficient when the learning context was basic material and they expressed the need for further material or training when they wanted to explore a topic (Goh et al., 2018).

3.3. Learning Materials

Although this method is relatively new and still developing in Indonesia, the reaction to the learning is quite positive from the training participants which can be seen in **Table 3.** With an index of around 86%, participants felt comfortable and did not experience significant difficulties with this learning method. In addition, participants also felt enthusiastic about the new learning method and may still be unfamiliar or a first experience for most participants.

Table 3. Learning Materials

Questions	Strongly agree	Agree	Neutral	Less Disagree	Disagree	Indeks
I feel comfortable with the duration of the learning	48,30%	39,20%	9,50%	2,70%	0,30%	86,50%
I did not experience any significant difficulties in following the learning program.	48,00%	40,90%	8,80%	2,00%	0,30%	86,80%
I am enthusiastic about the MOOC learning method.	46,60%	39,50%	11,80%	2,00%	0,00%	86,10%

At the point of reaction to the learning process (**Table 3**), the results also support previous research that participants are quite comfortable with the learning methods provided in MOOC (Manalo, 2014). Several previous studies also stated that many participants were enthusiastic and had a positive attitude towards the MOOC learning method (Wang et al., 2020; Yang and Su, 2017). Comfort or convenience is one indicator of acceptance of new technology. The comfort felt also tends to make participants have a positive attitude to accept new technology including in digital learning (Wang et al., 2020; Yang and Su, 2017).

3.4. Assessment System

Constructive alignment in a learning program involving the relationship of three elements, namely curriculum, implementation and evaluation, is crucial in every learning process (Kirkpatrick and Kirkpatrick, 2006). Therefore, research is needed to determine whether the implementation of the program achieves the expected learning outcomes. As illustrated in **Table 4**, participants reacted to an evaluation process that they worked on at the end of the learning process. They gave a positive response to the stage.

Table 4. Assessment System

Questions	Strongly agree	Agree	Neutral	Less Disagree	Disagree	Indeks
I believe the evaluation criteria and methodology used are sufficient in measuring learning outcomes.	49,30%	39,50%	7,40%	3,40%	0,30%	86,80%

The results (**Table 4**) are not the same as previous studies where participants' responses to learning evaluation methods tended to be neutral (Manalo, 2014). This is possible because in MOOCs in general, there is no obligation for participants to work on quizzes or learning evaluations so that they cannot provide a complete opinion on the evaluation method (Manalo, 2014). While in the MOOC LATSAR in this study, considering that this training is a prerequisite and there is an obligation for participants to follow the entire series of learning, all participants certainly took the quiz or evaluation. Thus, the positive reactions as produced in the questionnaire can be a fairly objective picture.

3.5. MOOC Portal

In the question regarding the use of the MOOC portal, participants also gave a positive response marked by an index above 90% on the question of ease of registration, logging in and operating the portal as seen in **Table 5**. However, in the last question regarding the ease of getting access to assistance, although the agreement index reached 88%, there were still quite a lot of participants who gave neutral answers, to disagreeing.

Table 5. MOOC Portal

Questions	Strongly agree	Agree	Neutral	Less Disagree	Disagree	Indeks
I can register easily	65,90%	31,80%	2,00%	0,00%	0,30%	92,60%
I can log in easily	66,90%	30,10%	2,70%	0,00%	0,30%	92,60%
I can use/operate the training site easily	64,20%	33,40%	1,70%	0,30%	0,30%	92,20%
I have adequate access to help when I have difficulties.	54,40%	34,80%	8,80%	1,70%	0,30%	88,20%

Not all participants find it easy to use the MOOC portal (**Table 5**), which needs special attention. This may also be influenced by the absence of a discussion forum as a medium for communication and collaboration between participants in the MOOC LATSAR CPNS. As generally discussed, MOOC prioritizes participants' abilities in terms of independent learning (Albelbisi, 2019). However, in designing a MOOC, one of the essential features is a discussion forum that is provided as a means for participants to collaborate with each other, exchange ideas and knowledge, and allow each other to help each other in the learning process (Bozkurt et al., 2016; Doherty et al., 2015). Thus, the absence of a discussion forum feature in the MOOC LATSAR CPNS has not facilitated this collaboration. This can be a consideration for developing MOOCs in the future in developing ASN competencies in general. Providing a discussion forum can be an important feature for participants to communicate and collaborate.

3.6. Material Mastery

As a follow-up to the assessment system discussed earlier, considering that learning evaluations are only given at the stage after the learning process, the data cannot be used to measure learning outcomes. However, the researcher asked participants' perceptions of the differences in knowledge they experienced between before and after participating in the training. If we compare the two tables, it can be seen that participants who previously had sufficient knowledge as depicted in **Table 6** gained a lot of knowledge related to the topic and provided in the training as depicted in **Table 7**. This shows a significant increase, and shows that in MOOC method training, participants were able to learn and improve their knowledge well.

Table 6. Mastery of Material Before Training

No.	Before attending the training, how much knowledge did you have about the training?	Quantity	Indeks
1	I have no prior knowledge of the material.	14,90%	
2	I had little knowledge of the material beforehand.	41,60%	
3	I have enough knowledge about the material beforehand	37,50%	
4	I have a lot of knowledge about the material before	4,40%	
5	I have very much of knowledge about the material beforehand.	1,70%	
		296	47,30%

Table 7. Mastery of Material After Following Training

No.	After attending the training, how much knowledge did you gain from the training?	Quantity	Indeks
1	I did not gain any knowledge about the material after attending the training.	0,70%	
2	I gained a little knowledge about the material after attending the training.	2,40%	
3	I gained enough knowledge about the material after attending the training.	15,90%	
4	I gained a lot of knowledge about the material after attending the training.	43,20%	
5	I gained very much of knowledge about the material after attending the training.	37,80%	
			83,00%

The results (**Tables 6 and 7**) are also in line with (Manalo, 2014) in his research where participants stated that they, both participants with sufficient knowledge and those with no knowledge at all, had learned and gained significant knowledge improvements after learning through the MOOC method. The results of the study need to be considered that with different basic abilities, many participants felt the benefits of learning with MOOC in terms of learning achievement (Manalo, 2014). Although in the MOOC in the LATSAR study the improvement was not so significant, considering that the LATSAR participants already had the same work experience, which was around one year in each work unit. Thus, most of them already had sufficient basic knowledge and tended to be equivalent.

4. CONCLUSION

From this study, it can be concluded that training participants gave a positive response to the MOOC LATSAR CPNS in the Ministry of Law and Human Rights. The positive response was given to the learning objectives, training materials, learning process, assessment system and ease of accessing the portal. In the level 2 evaluation regarding learning outcomes, participants also felt that their knowledge of the topics taught had increased when comparing their knowledge before and after participating in the MOOC training.

In general, the positive response can illustrate that participants who are dominated by the millennial generation can accept the new methods applied in LATSAR in 2021. These results can also provide an overview that MOOC has the potential to be applied to other training in an effort to develop competencies both in the Ministry of Law and Human Rights and the development of ASN competencies in general. This can provide benefits and can be a solution option to increase the quantity and quality of learning and improve competency among ASN.

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