Strategies for Increasing Professionalism Country Civil Aparature through the Development of Competence Widyaiswara in Designing Video Learning in Bkpsdm Sukabumi District

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Abstract:- Teaching and learning activities in the classroom, generally meet the process of a communication. The basic component of effective communication consists of interrelating relationships of three elements, namely instructors, media and participants. Great teaching and learning activities when participants understand the message conveyed by the instructor through the selection of appropriate learning media, so that participants are motivated to determine the best step or can even change their beliefs. Research shows, widyaiswara uses video shows as teaching aids that are often used but very rarely use and vary the learning methods in a variety of ways, this is in line with the results of a preliminary survey of training participants who chose video as the preferred learning medium. However, it is not directly mastery widyaiswara in making instructional videos. As a result of observations and interviews, there are several obstacles in optimizing video as a learning medium, one of which is the difficulty of getting videos that are in accordance with the learning scenario on certain material. The tendency of widyaiswara to get videos by downloading from the internet is very wide with legal problems because the videos are copyrighted by others. Based on the data obtained of widyaiswara stated that they are proficient in operating Microsoft PowerPoint, this is an opportunity and strength to do widyaiswara's competency improvement activities in making videos by optimizing Microsoft powerpoints.

Keywords:- Learning Media, Learning Videos, Microsoft Power Point.

I. INTRODUCTION

Development and Increased Competency adult human resource is increasingly important with the dynamic demands of society, the regional administration is increasingly complex, and policy changes in the strategic environment, changes in the paradigm of governance, and the flow of globalization such as *integrated economic (MEA, AFTA, WTO).* Sukabumi Regency Human Resources and Human Resources Development Agency as a supporting work unit for Sukabumi Regency Regent in carrying out government and development tasks in the field of staffing and human resource development has committed to advance and improve services in the field of

personnel and human resources development that is effective and efficient and able to encourage the improvement of employee professionalism the civil state and the quality of public services so as to create good governance.

One of the activities to advance and improve services in the field of staffing and human resource development is by organizing education and training, this requires synergy performance from various parties, one of which is the role of Widyaiswara. Widyaiswara as educators have a role and spearhead in determining the quality of each activity. Widyaiswara is not only in charge of teaching, educating and training, in its development it also has to function as a facilitator, counselor, dynamist, inspirator and even has to be able to be a leader and guide and servant. The task of a widyaiswara is quite simple, which is to help participants see what widyaiswara sees. To do their job, widyaiswara must be able to entertain, educate, persuade, motivate and change.

Based on the results widyaiswara used video shows as teaching aids that are often used. This is in line with the results of a preliminary survey of alumni of training participants who chose video as the preferred learning medium. Based on observations and interviews with widyaiswara, there are several obstacles in optimizing the video as a medium of learning, one of which is the difficulty of getting videos that align with learning scenarios on a particular material. In addition, widyaiswara's tendency to get videos by downloading from the internet, this is very range with legal issues because the video has someone else's copyright.

Based on the data obtained of widyaiswara stated that they are proficient in operating Microsoft Powerpoint. This has become a strength and strategic potential to answer widyaiswara's problems in optimizing video as a learning medium. Previous studies have determined the criteria for using video as a learning medium, but there is little information about improving the competency of designing and making videos through the optimization of slides/show material. Therefore, it is necessary to conduct strategic activities to design and create a video of learning through the optimization of broadcast material.

The study was conducted to identify problems: 1). how widyaiswara designs and arranges slides/broadcast material; 2). how widyaiswara create and utilize learning videos; 3). how often do lecturers improve their competence in making learning videos.

II.   LITERATURE REVIEW

A. Competencies

Competence according to Spencer & Spencer in Palan (2007) is as a basic characteristic possessed by an individual who is causally related in meeting the criteria needed in occupying a position. Competence consists of 5 types of characteristics, namely motives, innate factors, self-concept (self-image), knowledge and skills. This is in line with the opinion of Becker and Ulrich in Suparno (2005: 24) that competency refers to individual's knowledge, skills, abilities or personality characteristics that directly influence job performance. That is, competence contains aspects of knowledge, skills and abilities or personality characteristics that affect performance. In contrast to Fogg (2004: 90) which divides competency competencies into 2 categories, namely basic competencies and which distinguishes basic competencies and differentiating competencies according to the criteria used to predict job performance. Basic competence is the main characteristic, which is usually in the form of basic knowledge or expertise such as the ability to read, while differentiating competence is a competency that makes a person different from another.

Competence comes from the word "competency " is a noun which according to Powell (1997: 142) is interpreted as 1) skills, abilities, competencies 2) authority. The adjective of competence is competent which means competent, capable, and agile. The understanding of competence is in principle the same as understanding competency according to Robbin (2007: 38) that competence is "ability or capacity for someone to do various tasks in a job , where this ability is determined by 2 (two) factors, namely intellectual ability and physical ability.

The definition of competence as a skill or ability is also put forward by Roe (2001: 73) as follows: Competence is defined as the ability to adequately perform a task, duty or role. Competence integrates knowledge, skills, personal values and attitudes. Competence builds on knowledge and skills and is acquired through work experience and learning by doing" Competence can be described as the ability to carry out a task, role or task, the ability to integrate knowledge, skills, attitudes and personal values, and the ability to build knowledge and skills based on experience and learning done.

In more detail, Spencer and Spencer in Palan (2007: 84) suggest that competence shows the characteristics underlying behavior that describe motives, personal characteristics, self-concept, values, knowledge or expertise brought by someone who performs superior in workplace. There are five characteristics that make up the competency namely 1). Knowledge factors include technical, administrative, humanitarian and systemic problems. 2). Skills; refers to a person's ability to carry out an activity. 3). Self-concept and values; refers to one's attitude, values and self-image, such as one's belief that he can succeed in a situation. 4). Personal characteristics; refers to physical characteristics and consistency of responses to situations or information, such as self-control and the ability to remain calm under pressure. 5). Motive; are emotions, desires, psychological needs or other impulses that trigger action.

The above statement implies that competence is a person's characteristic related to effective and / or superior performance in certain work situations. Competence is said to be a basic characteristic because individual characteristics are a deep and inherent part of a person's personality that can be used to predict various specific work situations. Then said to be related between behavior and performance because competence causes or can predict behavior and performance. Government Regulation No. 23 of 2004, concerning the Professional Certification National Board describes the work competency certification as a process of granting competency certificates carried out systematically and objectively through competency tests that refer to Indonesian and or international national work competency standards.

According to the Decree of the Head of the Civil Service Agency Number: 46A in 2003, the notion of competence is: the abilities and characteristics possessed by a Civil Servant in the form of knowledge, skills and behavioral attitudes required in the performance of his duties, so that the Civil Servant can carry out his duties professionally, effectively and efficiently.

From the description above, it can be concluded that competence is the inherent nature or part of a deep and inherent personality of a person and predictable behavior in various circumstances and work tasks as an impulse to have achievement and the desire to try to carry out tasks effectively. It is this mismatch in competencies that distinguishes a superior actor from a performer with limited achievement. Limited competencies and special competencies for a particular job are patterns or guidelines in personal selection), succession planning , performance appraisal and development. In other words, competence is the mastery of a set of knowledge, skills, values and attitudes that lead to performance and are reflected in the habits of thinking and acting in accordance with their profession. Furthermore, Wibowo (2007: 86), competence is defined as the ability to carry out or carry out a job or task based on the work skills and knowledge demanded by the job. Thus competence shows the skills or knowledge that are characterized by professionalism in a particular field as the most important. Competence as a characteristic of a person is related to effective performance in a job or situation.

From the definition of competency mentioned above, it appears that the focus of competency is to utilize work knowledge and skills in order to achieve optimal performance. Thus competence is everything that is owned by someone in the form of knowledge skills and other internal factors of individuals to be able to do something work. In other words, competence is the ability to carry out tasks based on the knowledge and skills possessed by each individual.

B. Learning Media

Gerlach and Ely (1972) say that the media when understood in broad outline are humans, material, or events that establish conditions that make students able to obtain knowledge, skills or attitudes. Fleming (2001) said that media which are often replaced by mediators is a cause or tool that intervenes in two parties and reconciles them. Media is something that is channeling messages and can stimulate the thoughts, feelings and desires audio so as to encourage the learning process in itself. The new education system requires new factors and conditions both regarding physical and non-physical facilities. For this reason teachers are needed to have more adequate abilities and abilities, new performance and attitudes are needed, more complete equipment and more organized administration. Widyaiswara should be able to use equipment that is more economical, efficient and able to be owned by schools and does not reject the use of modern technology equipment that is relevant to the demands of society and the times. Pretty basic underlying problems and readiness is the extent to which trainers - trainers in mastering the use of media education and teaching in schools for the learning of students optimally in accordance with the purpose of education and teaching. The more advanced the development of society and the declaration of modern technology, the greater and heavier challenges faced by widyaiswara as educators and educators in schools. In order for a widyaiswara to use educational media effectively, each widyaiswara must have sufficient knowledge and understanding of the educational/teaching media. Therefore widyaiswara must have skills in choosing and using education/teaching media (http://eprints.walisongo.ac.id/).

As a tool, the media has the function to smooth the way to the achievement of teaching objectives. This is based on the belief that the process of teaching and learning with the help of the media enhances the learning activities of students in a long period of time. Even so the use of media as a tool cannot be arbitrary according to widyaiswara's wishes. But it must pay attention and consider the objectives. Finally it can be understood that the media is a tool in the teaching and learning process and widyaiswara is the one who uses it to teach students for the achievement of teaching objectives.

Educational media as a source of learning helps widyaiswara enrich students' insights. Various forms and types of educational media used by widyaiswara become a source of knowledge for students. Media as a learning resource is recognized as an auditive, visual and audiovisual aid. The use of these three types of learning resources is not arbitrary, but must be adapted to the formulation of international goals and of course with the competence of widyaiswara itself and so on. So widyaiswara who are good at using media are widyaiswara who can manipulate the media as a source of learning and as a conduit of information from materials delivered to students in the teaching and learning process.

The main principle that must be considered in the use of media in every teaching and learning activity is that the media is used and directed to facilitate students' learning in an effort to understand the subject matter. Thus the use of media must be viewed from the perspective of the needs of students. This needs to be emphasized because often the media is prepared only from the point of view of the students' needs. Adjustment to the research environment has its own meaning on the respondent. This means that other multimedia-based electronic learning characteristics mean that the data collected in this study are more likely to be in the form of words rather than numbers, as well as analysis in the form of competitive descriptions. However, that does not mean free of numbers. The implementation of electronic learning is focused on the procedures or main steps in implementing learning, especially the steps in multimedia-based electronics learning. Electronic learning procedures include: the preparation or planning stage, the implementation stage of the evaluation phase and carrying capacity. Planning is an important stage in the implementation of learning because this stage is the initial step to carry out the next, it becomes a material consideration for learning implementers. At the planning stage, several activities were carried out, including the provision of learning facilities, identification of resources, syllabus preparation, learning implementation plans, and procurement of teaching materials. (http://eprints.walisongo.ac.id/).

Evaluation of learning is carried out at the end of each subject. The aim is to see the ability of students towards learning material, as well as being considered in determining grades. Evaluation or assessment also aims to find out whether students have or have not mastered a certain basic competency. In addition the assessment aims to determine the level of achievement of student competencies, measure the growth and development of students, diagnose the quality of learning of students, know the learning outcomes, know the curriculum achievement, encourage students to learn, and encourage lecturers to teach better. The purpose of using multimedia in electronic learning is expected to be easy for students to understand the material so that the objectives of learning can be achieved. Implementation of multimedia-based learning kh u susnya for subjects electronics influenced by many factors, with many factors to facilitate the authors divide the factors that affect this implementation into two main factors, namely internal factors and external factors.

III. RESEARCH METHODS

This research uses a qualitative approach with a case study design. Qualitative research is research that seeks to explore perceptions of research informants through the interaction of researchers with research informants in a natural context (Miles et, 2014). There are two types of data that are the main source of this research, primary data and secondary data. Primary data is data derived from research information collected by in-depth interviews and field observations, while secondary data is research data derived from data collected from managers.

Collecting data in the research will be carried out by in-depth interview techniques face to face, questionnaire, which is based on the guidelines and technical documentation techniques interview, observation and discussion groups that focused on goals and objectives.

According to Miles and Huberman that the qualitative data analysis method through three activities, namely the collection, presentation and drawing conclusions/verification of data.
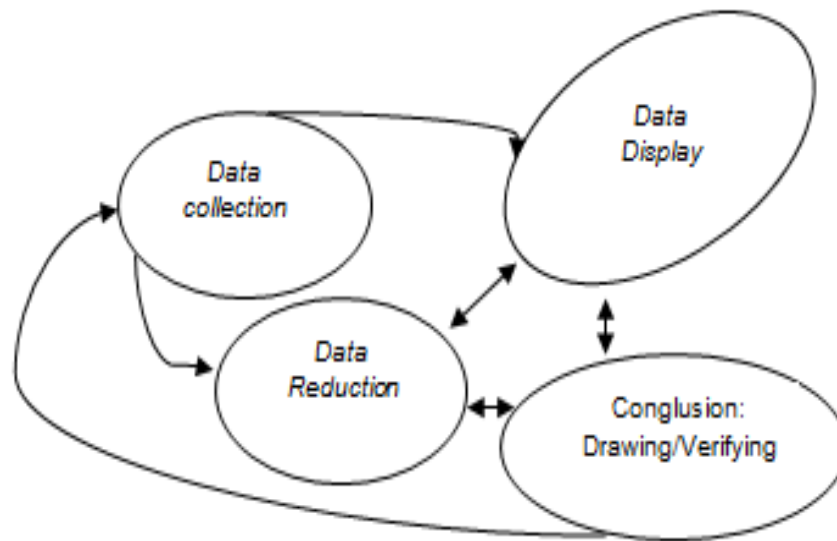

Fig 1:- *Component of Data Analysis: Interactive Model*

IV. RESULTS AND DISCUSSION

This research was conducted at BKP SDM in Sukabumi District with a total of 9 lecturers. The study was conducted to identify problems: 1). how widyaiswara designs and arranges slides material; 2). how widyaiswara create and utilize learning videos; 3). how often do lecturers improve their competence in making learning videos.

1. Designing and Compiling Slide Material

Activity design or redesign of learning with reference to the curriculum and the materials and equipment needed for electronic learning. Conceptually, learning design can be explained in three functions, namely: a) Learning design as a process, is a learning design that develops special learning that is systematic by using a learning approach and learning theory to produce quality learning. This is the whole process of analysis of the needs of learners and the purpose of developing learning systems which include the development of learning materials, activities, experiments and learning evaluations. b) Instructional design as a discipline, in this case, the design of learning branches of knowledge relating to research and theories about learning strategies and processes for developing and implementing strategies. c) The design of learning as a science, this relates to science

and the development, implementation, evaluation, and maintenance of situations that make it easier for students to learn.

Sukabumi regency BKPSDM realizes the importance of learning planning, it is marked by the planning aspects. However, aspects of planning have not been fully accommodated due to lack of in-depth understanding and technical ability in formulating learning plans with a broader perspective. Aspects of resources, schools, communities and government have not been fully acclimated so that multimedia-based electronic learning runs improperly according to the ability of the school. The components of planning in the training course include the provision of learning facilities, identification of resources, preparation of syllabi and lesson plans, and preparation of teaching materials.

Multimedia consists of hadware and software, so facilities in the form of a multi-media computer room, workshop space need to be managed, especially procurement and maintenance. Facilities needed for multimedia-based learning at least include hardware, connectivity, software, supporting technical support and digital resource materials. Based on the above observations, the development of Information and Communication Technology facilities should be

specifically designed so that a process occurs where the interaction of students occurs not only in face-to-face but interactions that are assisted by a computer network device, this is quite important for the efficiency of the learning process and fostering independence in learning.

The carrying capacity of the facilities is not optimal and is still far from the ideal level, this is due to the limited ability and the absence of cooperation with outside parties, this greatly affects the learning activities and competency targets that must be achieved. Multimedia-based electronics learning ideally requires sufficient learning facilities such as software, hardware, some multimedia applications and networking tools. The facility must be managed and accommodated in a multi-functional laboratory. The existence of these facilities supports the achievement of students' competence in mastering Information and Communication Technology in accordance with curriculum requirements.

Resources referred to in the use of multimedia are people who have functions and responsibilities as learning implementers, especially electronics subjects. To get quality resources, it is necessary to do a process of identifying resources by referring to the competency requirements required by the curriculum. widyaiswara needed to teach multimedia-based electronics is required to have two main competencies, namely competence in the mastery of electronic material based on information technology and have pedagogical competence as a professionalism requirement inherent in widyaiswara.

To determine widyaiswara based on two main assessments namely what competencies are needed and the characteristics of subject matter by comparing the abilities possessed by widyaiswara, whether it is appropriate or not. In addition the assessment of widyaiswara is carried out in stages including a formative assessment of its ability to develop competencies. Thus human resources are needed to support widyaiswara who carry out learning using multimedia because it turns out that the duties and responsibilities as widyaiswara electronics are quite heavy, not only widyaiswara's needs as a specialist in the preparation of learning materials but also an educator who understands learning strategies, learning theories so that it can teach well.

2. Making and Utilizing Learning Videos
Teaching and learning activities are processes that are arranged in such a way according to certain steps so that the implementation achieves the expected results. This arrangement is incorporated into the teaching implementation plan. In planning the implementation of learning estimates about what actions will be taken when implementing learning. The implementation of learning coordinates the elements of learning, the learning implementation planning contains learning components which include: the objectives or potential to be achieved, the material or content, methods, tools and evaluation of learning. The curriculum in electronic subjects contains not

only knowledge but also abilities that must be taught which are described in full.

Learning will take place effectively if widyaiswara know the characteristics of students, and so it affects the scope and sequence of the material provided, and maintenance of learning strategies. To find out the initial ability level of students, in the procedure of activities required an analysis of the characteristics of students. Identifying the characteristics of students is needed for the success of students in mastering Information and Communication Technology. Analysis of students regarding the state of the capacity (potential ability) of students adequately in relation to the goals and circumstances of knowledge and skills that must be possessed first by students before gaining new knowledge. A strategy is needed to determine the students' initial abilities. Data needed as input in learning electronics from students, including cognitive abilities, psychomotor, and affective. this information is needed to know the learning style *".*

The development procedure is the procedural steps that must be taken by the developer in forming the product, the developer simply follows the steps as seen in the development model. The development procedure is useful to further clarify the procedural steps that must be passed in order to reach the specified product.

3. Increased Competence
Determining learning methods refers to several factors that need attention and consideration. The factors referred to are: (1) objectives, (2) material, (3) characteristics of students, (4) time allocation used, (5) media and the availability of supporting facilities and learning resources and (6) widyaiswara's ability to use the method in accordance with the concepts and procedures of the method chosen. The relation of the use of methods with regard to media becomes important in multimedia-based electronics learning, it is seen from the characteristics of multimedia that requires media devices as a tool for lecturers and facilities as part of Information and Communication Technology. The availability of facilities such as local network infrastructure in the laboratory will affect the learning methods. For multimedia-based electronic learning, in addition to conventional methods such as lectures for cognitive materials also for practical activities widyaiswara want to use multimedia facilities to help deliver the material, assignment of material for students outside the classroom by providing interactive material in the form of electronic learning multimedia files.

In accordance with the history of the growth of instructional technology, media and learning resources, instructional patterns have changed as shown in the following chart. This chart shows learning patterns in relation to the development of teaching aids to instructional media.

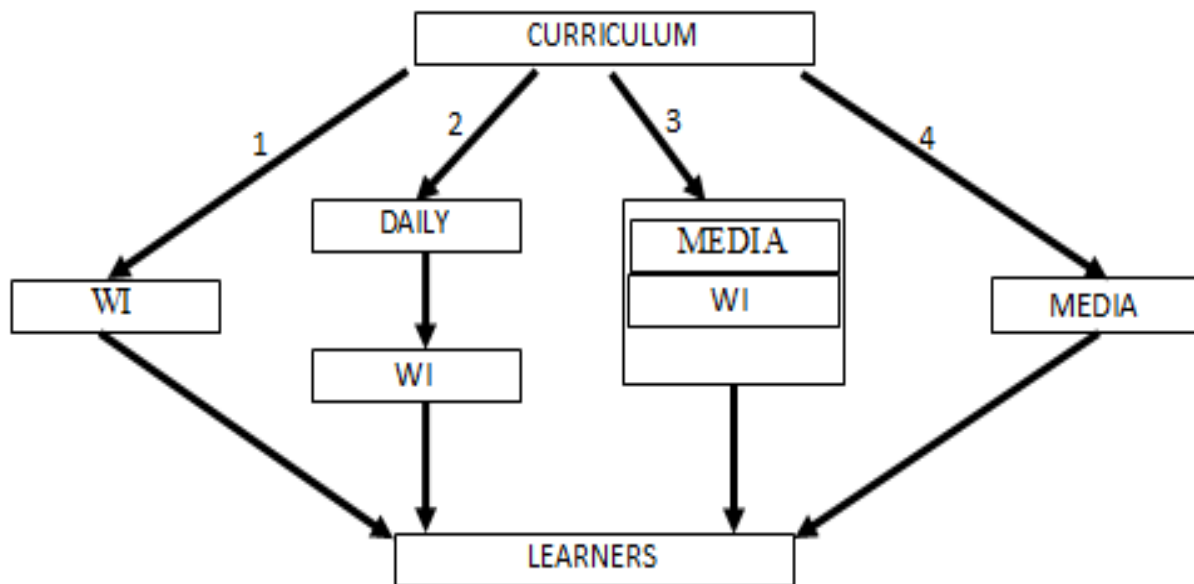Learning patterns related to the development of teaching aids.

Fig 2:- Source: Sartono (2008: 18)

Evaluations are conducted by lecturers covering form a tif and summative evaluation also in the form of an objective test and performance test (test performance). Evaluation conducted can be seen from its function can be divided into 4 types, namely, formative evaluation, summative, diagnostic and evaluation. Formative evaluation emphasizes efforts to improve teaching and learning.

V.   CONCLUSION

Role lecturer in improving the competence of designing and developing instructional videos through the optimization of the slide/broadcast material feels very important. By taking into account the external and internal environmental conditions of the BKPSDM Sukabumi regency, as described above, it can be identified a number of external strategic factors which are opportunities and threats, and internal factors which include the strengths and weaknesses of the organization which determine the success in the development of Widyaiswara's competence.

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