

**THE EFFECT OF ACADEMIC ABILITY AND ACTUALIZATION
DESIGN ON THE RESULTS OF THE ACTUALIZATION OF BASIC
TRAINING PARTICIPANTS FOR CIVIL SERVANTS CANDIDATES
AT THE REGIONAL HUMAN RESOURCES DEVELOPMENT
AGENCY OF CENTRAL JAVA PROVINCE**

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Abstract: This study aims to determine the effect of academic ability and actualization design on the results of the actualization of the CPNS Basic Training participants at BPSDMD Central Java Province. The analytical tool used is multiple linear regression, t-test, F test, and coefficient of determination. The number of samples as many as 399 participants were taken by purposive sampling technique. The results of the study concluded that: 1) Academic ability had a positive but not significant effect on the results of the implementation of the actualization of the CPNS Basic Training participants at BPSDMD Central Java Province; 2) The actualization design has a positive and significant impact on the results of the actualization implementation for the participants of the CPNS Basic Training at BPSDMD Central Java Province; 3) Academic Ability and Actualization Design simultaneously have a positive and significant impact on the Results of the Implementation of the Actualization of CPNS Basic Training participants at BPSDMD Central Java Province; 4) The actualization design significantly positively moderates (strengthens) the relationship between the influence of academic ability on the results of the implementation of the actualization of CPNS Basic Training participants at BPSDMD Central Java Province. The recommendations given are 1) For State Administration Institutions to conduct a more in-depth study or evaluation related to the correlation between the provision of academic material that results in the participants' academic abilities and the implementation of actualization; 2) For the Central Java Province BPSDMD to conduct a study or evaluation of the implementation of the CPNS Basic Training comprehensively and to make an evaluation instrument for the role of the coach; 3) For other researchers, the results of this study can be developed both in terms of location and research variables; 4) For Civil Servants (PNS) to keep trying to find the formulation of effective learning methods and for coaches to continue to improve their role to be more effective.

Keywords: *academic ability, actualization plan, actualization implementation results*

1. Introduction

In Government Regulation Number 11 of 2017 Article 34 mandates that every Civil Servant Candidate (CPNS) must undergo a probationary period of 1 (one) year which is called the pre-service period. The Government Regulation also mandates the Head of the State Administration Agency (LAN) to carry out the said coaching, education, and training. Then the Head of LAN developed by issuing Regulation of the Republic of Indonesia State Administration Number 12 of 2018 concerning Basic Training of Civil Servant Candidates.

One of the things regulated in the LAN Regulation is the evaluation of training participants. The assessment and evaluation of the training participants include behavioral, academic, actualization, and competency strengthening attitudes and then a final evaluation is held. The academic assessment/evaluation is carried out to assess participants' understanding of the Training Subjects, the agenda for the Basic Values of Civil Servants, and the agenda for the Position and Role of Civil Servants in the Unitary State of the Republic of Indonesia. Then the actualization evaluation assessment includes the Actualization Design Assessment and the Actualization Implementation Assessment (source: LAN-RI Regulation Number 12 of 2018).

The actualization plan is an activity plan that will be carried out by participants in the workplace accompanied by the basic values of what civil servants are actualized and what positions and roles of civil servants in the Republic of Indonesia are implemented. Therefore, before preparing the actualization plan, participants are given academic material learning, namely the PNS Basic Values agenda which consists of the Accountability, Nationalism, Public Ethics, Quality Commitment, and Anti-Corruption training courses, as well as the agenda for the Position and Role of Civil Servants in the Unitary State of the Republic of Indonesia. ASN Management, Public Service, and Whole of Government training courses. After the actualization design is evaluated through the seminar, at this stage the participants have received two assessments, namely the score from the evaluation of academic material and the score from the evaluation of the Actualization Design.

In the next stage, participants carry out actualization referring to the Actualization Plan that has been made, the minimum implementation time is 30 working days. After the implementation is complete, participants make an Actualization Report. As a form of evaluation of the actualization implementation, a seminar on the actualization implementation report was held, and as a result, participants received an assessment score from the resource persons/examiners.

Looking at the stages of the education and training program (curriculum) contained in the LAN-RI Regulation Number 12 of 2018, the evaluation of the participants' academic abilities and the actualization design seminar are carried out before the actualization implementation, because of the expectation of academic competence and actualization design underlying the implementation of the update. In other words, academic competence and the actualization design is a factor that affects the quality of the successful implementation of the actualization, however, so far there has been no research that analyzes/measures how big the effect is. It is very important to research to determine the effectiveness of learning academic material and actualization design in contributing to the results of the actualization implementation so that in the future it can be used as a reference for improving the implementation of training. Academic learning and actualization design can be said to be effective if they have a significant influence on the success of participants in carrying out actualization and habituation.

This research was conducted to support the duties and functions of the Regional Human Resources Development Agency of Central Java Province as an institution organizing CPNS Basic Training. This research helps Central Java Province BPSDMD evaluate the implementation of CPNS Basic Training, especially in terms of the learning stages, namely the results of the delivery of academic material, the preparation of the actualization plan, and the results of the actualization implementation. Problems that often arise in the assessment process for CPNS Basic Training participants are:

The resource persons' subjectivity in evaluating the design and results of the actualization implementation, such that the scores obtained by each participant in one group who was interviewed by Widyaaisawara X were lower than the scores obtained by participants in the other group who were interviewed by resource Y. As a consequence, the organizers utilized the results as the foundation for performing the final review. Academic examinations are used to change grades. There is no data to support the use of basic academic test scores for final assessment.

In the assessment of the design of the actualization of the values given by the resource persons, it was found that 1) 0.01 % of participants scored less than 80.01, 2) 87.51 % of participants scored 80.01 % to 90, 3) 12.48 % of participants scored above 90. Meanwhile, the assessment of the results of the implementation of acculturation was 1) 0.02 % of participants scored less than 80.01, 2) 71.62 % of participants scored 80.01 to 90, and 3) 28.36 % of participants scored above 90.

Both in the actualization design and the results of the actualization of the most dominant values in the range of 80.01 to 90, it means that the range (distance) of values between one participant and another is relatively short, namely 10 points, so the distance between the scores is not that far away. The decrease in participants in the 80.01 to 90 value range, namely 87.52 % to 71.62 %, indicates an increase in value from the actualization plan to the actualized value, whereas there is a rise in participants in the value range above 90. i.e., from 12.48 % on design value to 28.36 % on implementation results value.

The composition of the range of academic test scores shows that they are relatively different, where there are only 0.01% of participants get scores above 90. Completely presented data on academic test results as much as 1) 39.85 % of participants who score less than 80.01. 2) 60.14 % of participants scored 80.01 to 90. 3) 0.01 % of participants scored more than 90. In the academic test, there were quite a lot of participants, namely 39.85 % who scored below 80.01 while the range of 80.01 to 90 is also quite dominant, namely 60.14 %. With the difference in the composition of the three values, the question arises whether it is true that the actualization results are based on academic ability and the actualization plan. With the emergence of these problems, it is necessary to have research whose results can describe the relationship between academic ability, actualization design, and actualization implementation.

The change in the pattern of CPNS training from Pre-service Training to Basic CPNS Training has an impact on the development of research on new training patterns. There have not been many studies on the effectiveness of CPNS Basic Training, which have been carried out including Raharjo (2016), Subekan & Iskandar (2019), Rohaini, Hidayat, & Sutisna (2019), Israwati (2019), and Suyono (2016). These studies analyzed the overall effectiveness (in general) of the learning process in the Basic Training for Civil Servants in the formation of character or behavioral attitudes.

2. Research Method

The total number of participants in this research was 6,876 and they were divided into 186 batches. This study uses Isaac and Michael's table for calculating the number of samples from the whole population, which shows that with a 5% error rate and a population of 5,000 to 7,500, a research sample of 346 is calculated (Sugiyono, 2009), on that basis. It was decided that the sample of this study was 399 participants of the Basic Training.

Data Analysis Method

This study tests the hypothesis by using statistical analysis based on quantitative data (numbers) so that based on this definition, this research is quantitative. The selection of quantitative research by considering the score data from the evaluation results (exams/seminars) of training participants is more objective, compared to the opinions obtained from training participants. To be able to answer the formulation of the problem in this study, the author will analyze the data through secondary data sources, namely data obtained by the management of the Central Java Province BPSDMD, in the form of the results of academic evaluation scores, the value of the Actualization Design seminar, and the value of the Seminar on the Actualization Report.

The data test tool used is the classical assumption test. The classical assumption is the conditions that must be met in the linear regression model. Data can be analyzed by linear regression if it meets the requirements for normal distribution, is homogeneous (no heteroscedasticity), time-series data are not correlated with each other, and do not have a perfect relationship. Therefore, before performing linear regression analysis, it is necessary to test the following data:

1. Normality Test

The normality test aims to test whether in the regression model the confounding or residual variables have a normal distribution. Data is declared as a normal distribution if the results of SPSS data processing show a probability of p-value or Asymp. Sig. 0.5 (Ghozali, 2013).

2. Multicollinearity Test

The multicollinearity test is used to determine whether the independent variables in a regression model are correlated. The independent variables should not be correlated in a suitable regression model. These variables are not orthogonal if the independent variables are correlated with one another. Orthogonal variables are independent variables with a zero correlation between them (Ghozali, 2013). The tolerance value or VIF can be used to determine whether a regression model has multicollinearity (variance inflation factor). If the VIF value is less than 0.1, the data is free of multicollinearity.

3. Heteroscedasticity Test

The heteroscedasticity test is used to see if the regression model has equal variance between the residuals of one observation and the residuals of another. Homoscedasticity is when the residual variance from one observation to the next remains the same, while Heteroscedasticity is when it differs. One with homoscedasticity or no heteroscedasticity is a suitable regression model. Because cross-sectional data collects data of diverse sizes, it frequently contains heteroscedasticity situations (small, medium, and large) (Ghozali, 2013). This study uses the Scatter Plots approach to determine whether the research data includes homoscedasticity or heteroscedasticity. The research data includes heteroscedasticity if the Scatter Plots graphic image does not form a certain pattern constantly.

Hypothesis Test

The tools used to test the research hypothesis are the t-test and F-test. To sharpen the analysis and discussion then equipped with linear regression analysis tools and coefficient of determination. The following is a description of the analytical tools used:

1. Multiple linear regression analysis

This analysis is used to analyze the effect of Academic Ability (X1) and Actualization Design (X2) both partially and on the Actualization Implementation Results (Y) at BPSDMD Central Java Province. The multiple linear regression formula according to Umar (1999) is as follows:

$$Y = a + b_1 X_1 + b_2 X_2 + + b_n X_n + e$$

where :

Y : dependent variable

X1 : independent variable 1

X2 : independent variable 2

Xn : independent variable n

a : intercept (constant)

b1 : independent variable regression coefficient 1

b2 : independent variable regression coefficient 2

bn : independent variable regression coefficient n

e : undefined variable

2. T-test

The t-test is used to test the hypothesis of two or more variables that are not together, namely between Academic Ability (X1) and Actualization Design (X2) both partially and on the Actualization Implementation Results (Y). The formula for calculating the value of t (t count) according to Umar (1999) is as follows:

$$t_k = \frac{b_k}{S_{b_k}}$$

where:

t_k : t count

b_k : regression coefficient to k

S_{b_k}: Standard deviation of the coefficient b to k

3. F Uji test

This test is used to test whether there is an effect of all independent variables simultaneously on the dependent variable. In this study, the influence of the Academic Ability variable (X1) and the actualization design (X2) both partially and on the Actualization Implementation Results (Y). The F-Test formula according to Umar (1999) is as follows:

$$F = \frac{R^2 / k}{(1 - R^2) / (n - k - 1)}$$

where:

F: result F count

k: number of independent variables

R: coefficient of determination

n: number of samples

4. Coefficient of Determination

The R test is used to determine the contribution of the independent variable, namely Ability Academic (X1) and Actualization Design (X2) to the dependent variable is the Result of Actualization (Y). The coefficient of determination in multiple linear regression according to Umar (1999) is as follows:

$$R^2 = \frac{SSb/a}{y^2}$$

where:

SSb/a: Sum of Square b/a (total variations that can be explained)

y²: square of variation

R: coefficient of determination

3. Results and Discussion

A. Classic Assumption Test Results

1) Normality Test

The results obtained indicate the value of Asymp. Sig. (2-tailed) of 0.081, the value is greater than 0.05 so it can be decided that the research data from a normal distribution pattern, so it fulfills the requirements to be used in a linear regression model.

2) Heteroscedasticity Test

This study's heteroscedasticity test employs a Scatterplot Graph technique; the results reveal that the data points do not form a graph with a specific pattern, indicating that the research data is devoid of heteroscedasticity symptoms and so fits the criteria for linear regression analysis.

3) Multicollinearity Test

The results show that the Tolerance coefficient of each independent variable is as follows:

- The Tolerance Coefficient of Academic Ability is $0.998 > 0.05$, so the data does not occur multicollinearity.
- The Tolerance Coefficient of the Actualization Design is $0.998 > 0.05$, so the data does not occur multicollinearity.
- The two independent variables are free from multicollinearity so that they meet the requirements for using a linear regression model.

B. Linear Regression Analysis

The following are the results of linear regression calculations using SPSS:

Table 1.
Results of Linear Regression and t-count with SPSS
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	181,037	20.512	,007 ,246	8,826	,000
	Academic Ability Design	,009 ,205	0.060		,143	,887,000
	Actualization		0.041		5.047	

a. Dependent Variable: Execution of Actualization

Source: Data on the Assessment of CPNS Latsar Participants at BPSDMD Central Java Province in 2019/2020 was processed.

From table 1 in column Beta (B), it can be seen that:

- 1) constant (a) of 181.037
- 2) the regression coefficient of the Academic Ability variable (b1) is 0.009.
- 3) the regression coefficient of the Actualization Design variable (b2) is 0.205.

With these data, the multiple linear regression formulation can be arranged as follows:

$$Y = 181.037 + 0.009X_1 + 0.205X_2$$

The formulation illustrates that:

1. Academic Ability has a positive influence on the Actualization Implementation Results, meaning that the higher the Academic Ability, the higher the Actualization Implementation results.
2. The actualization plan has a positive influence on the actualization implementation results, meaning that the better the actualization plan, the higher the actualization implementation results.

C. Hypothesis Testing Results

1. t-test

The t-test was used to test the hypothesis of the partial effect of each independent variable on the dependent variable, namely:

- 1) the effect of Academic Ability on the Results of the Implementation of the Actualization;
- 2) the effect of the Actualization Design on the Actualization Implementation Results.

This study uses a level of significance (α) of 5% so that the test criteria are accepted or rejected as follows:

- 1) H0: If the Sig. the count is greater than 0.05, and H0 is accepted, indicating that the independent variable has a partial effect on the dependent variable.
- 2) Ha: If the Sig. the count is less than 0.05, and H0 is accepted, indicating that the independent variable has a partial effect on the dependent variable.

Based on table 1 in column Sig. hypothesis-testing can be carried out as follows:

- 1) Using the Sig. value of 0.887, calculate the Academic Ability variable. When the value of Sig. 0.887 exceeds the 0.05 level of significance, and H0 is accepted, indicating that Academic Ability has no significant impact on Actualization Implementation Results.
- 2) Calculate the Actualization Design variable of 0.000 using the value of Sig. Because of the value of Sig. 0.000 is less than the significance level of 0.05, H0 is rejected, and Ha admits that the Actualization Design has a substantial impact on the Actualization Implementation Results.

2. F-test

The F-test was used to test the hypothesis of the simultaneous effect of all independent variables on the dependent variable, namely the simultaneous effect of Academic Ability and Actualization Design on the Results of Actualization

Implementation. This study uses a level of significance (α) of 5% so that the test criteria are accepted or rejected as follows:

- 1) H_0 : If the Sig. the count is greater than 0.05, H_0 is approved, which means that all independent factors (academic ability and actualization design) have no significant effect on the dependent variable at the same time (actualization results).
- 2) H_a : If the Sig. the count is less than 0.05, H_0 is approved, which means that all independent variables (academic ability and actualization design) have a significant effect on the dependent variable at the same time (results of actualization).

From the test results obtained value Sig. 0.000 is smaller than the level of significant 0.05, so H_0 is rejected and then H_a is accepted, meaning that Academic Ability and Actualization Design simultaneously have a significant effect on the Actualization Implementation Results.

3. Coefficient of Determination

The coefficient of determination indicates how well the independent variable can explain the dependent variable at the same time. The R^2 formula in SPSS software is used to calculate the coefficient of determination. The coefficient of determination is 0.056 or 5.6 percent, according to column Adjusted R Square; this means that Academic Ability and Actualization Design can both intervene in 5.6 percent of Actualization Implementation, while the remaining 94.4 percent is influenced by factors outside this research model.

4. Moderate Variable Test

The moderating variable test was conducted to determine the moderating position of the Actualization Design variable in the influence of Academic Ability on the Actualization Implementation Results. To determine the position of moderation by using multiple linear regression analysis by including the interaction variable between Academic Ability and Design Actualization. The moderating position criteria are as follows:

- a. H_0 : The result of Sig. $Z > 0.05$ then H_0 is accepted, meaning that the moderating variable is not able to significantly moderate the relationship between the independent variables n to the dependent variable.
- b. H_a : The result of Sig. $Z < 0.05$, then H_0 is rejected and then accepts H_a , meaning that the moderating variable can significantly moderate the relationship between the independent variables and the dependent variable.

Because of the value of Sig. Z of 0.000 is less than the level of significance of 0.05, H_0 is rejected and H_a is accepted, indicating that the Actualization Design moderates the link between Academic Ability and Actualization Implementation Results. The $KA*RA$ interaction regression coefficient is positive 0.017 and the t -count is positive 3.527. A positive value means strengthening, so it can be stated that the position of the Actualization Design variable further strengthens Academic Ability in influencing the Implementation of Actualization.

Discussion

Based on data analysis with multiple linear regression, t -test, and F test, this study shows:

1. The results of linear regression analysis showed that Academic Ability had a positive effect on the Actualization Implementation Results, but based on the t-test the effect was not significant.

With these results, it means that academic ability has a positive but not significant effect on the results of the actualization implementation by participants of the CPNS Basic Training at the Central Java Province BPSDMD moderated by the actualization design. If Academic Ability is improved, the Implementation of Actualization will be better but the increase is not statistically significant. On the other hand, the lower the academic ability of the trainees, the lower the quality of the actualization implementation, but the difference is not statistically significant. The results of this study cannot prove the first hypothesis.

2. The results of linear regression analysis showed that the actualization design had a positive effect on the actualization implementation results, and according to the t-test the effect was significant.

As a result, the actualization plan has a favorable and significant impact on the actualization implementation results by participants of the CPNS Basic Training at BPSDMD in Central Java Province, which is moderated by the actualization plan. This means that the higher the quality of the actualization plan made by the participants, the significantly better the quality of the actualization implementation. On the other hand, the lower the quality of the actualization plan made by the training participants, the significantly lower the quality of the actualization implementation. The results of this study can prove the second hypothesis.

3. The results of the F test show that Academic Ability and Actualization Design simultaneously have a positive and significant influence on the Actualization Implementation Results.

As a result, simultaneous changes in both Academic Ability and Actualization Design will have a substantial impact on CPNS Basic Training participants' Actualization Implementation at BPSDMD Central Java Province, which is moderated by the actualization design. The results of this study can prove the third hypothesis. The actualization design significantly moderates (strengthens) the relationship between the influence of academic ability on the results of the actualization implementation by participants of the CPNS Basic Training at BPSDMD Central Java Province. This shows that the position of the Actualization Design which is between the provision of academic material and the Implementation of Actualization in the CPNS Basic Training curriculum is correct.

Conclusion and Suggestion

Conclusion

With data analysis and discussion, this research can be concluded as follows:

1. The academic ability has a positive but not significant effect on the results of the implementation of the actualization of the participants of the CPNS Basic Training at BPSDMD, Central Java Province.
2. The actualization design has a positive and significant impact on the results of the actualization implementation for participants in the CPNS Basic Training at BPSDMD, Central Java Province.

3. Academic Ability and Actualization Design simultaneously have a positive and significant impact on the Results of the Implementation of the Actualization of CPNS Basic Training participants at BPSDMD Central Java Province.
4. The actualization design significantly moderates positively (strengthens) the relationship between the influence of academic ability on the results of the implementation of the actualization of CPNS Basic Training participants at BPSDMD Central Java Province.

Suggestion

There are several suggestions given, they are 1) For State Administration Institutions to conduct a more in-depth study or evaluation related to the correlation between the provision of academic material that results in the participants' academic abilities and the implementation of actualization; 2) For the Central Java Province BPSDMD to conduct a study or evaluation of the implementation of the CPNS Basic Training comprehensively and to make an evaluation instrument for the role of the coach; 3) For other researchers, the results of this study can be developed both in terms of location and research variables; 4) For Civil Servants (PNS) to keep trying to find the formulation of effective learning methods and for coaches to continue to improve their role to be more effective.

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